



## Overview of Domain Indicators and Strands



## Overview of Indicators Social and Emotional Development

Birth to Kindergarten

Developmental Continuum

### Strand 1: Relationships with Others

- A1. Depend on others to provide for wants and needs.
- A2. Form and maintain secure relationships with others.
- A3. Respond to the environment in the presence of adult.
- A4. Develop early social problem-solving.
- A5. Laugh in social game of imitation with peers.
- A6. Demonstrate increasing ability to form and maintain secure relationships with others.
- A7. Demonstrate increasing social problem-solving.
- A8. Develop friendships with one or more peers.
- A9. Successfully enter and engage in group pretend play.
- A10. Show empathy and caring for others.
- A11. Cooperate with others.
- A12. Demonstrate increased ability to resolve conflicts.
- A13. Interact easily with one or more children and adults.

### Strand 2: Learning About Self (Self-Perceptions)

- B1. Explore own body and begin to examine body parts of others.
- B2. Gain an emerging sense of self as separate from but also connected to others.
- B3. Feel worthwhile and accepted.
- B4. Demonstrate an emerging sense of competence and confidence in growing abilities.
- B5. Smile or laugh at mastery of motor skills, sound play, clowning, or games of tickling.
- B6. Understand self in terms of unique characteristics, preferences, and abilities.
- B7. Begin to recognize family members' roles and names.
- B8. Develop independence.
- B9. Show increasing ability to distinguish between self and others.
- B10. Adjust comfortably to new surroundings.
- B11. Demonstrate confidence and pride in accomplishments.
- B12. Continue to perceive self as worthwhile and accepted.
- B13. Begin to understand consequences of actions, especially as choices affect others.
- B14. Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences.
- B15. See self as able to have power and make responsible choices.
- B16. Laugh at own mistakes or accidents so long as there is no serious consequence.

### Strand 3: Expression of Feelings and Self-Regulation

- C1. Develop early emotional and behavioral regulation.
- C2. Increase emotional and behavioral regulation.
- C3. Become more adept at expressing own feelings appropriately and recognizing others' emotions.
- C4. Demonstrate progress in expressing needs and opinions in situations without harming self or others.
- C5. Use toys and other objects purposefully and safely.
- C6. Recognize own behaviors that are off limits, but not be able to stop self in advance.
- C7. Offer to share, but only something that is plentiful, or give another a turn but only when finished.
- C8. Follow simple rules and routines with guidance.
- C9. Manage transitions.
- C10. Use socially acceptable behavior when completing tasks or problem solving.
- C11. Name and talk about own emotions and can associate them with varying facial expressions.
- C12. Enjoy some rough-and-tumble with trusted friends.

**Social and Emotional Development**—includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 1: Relationships with Others**—The ability to form and to maintain relationships, to negotiate interactions in a positive manner, to develop pro-social behaviors, such as empathy, respect, and sensitivity, to interpret behavior in differing social contexts, and to perceive expectations across social groups through ever-widening experiences.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Depend on others to provide for wants and needs. (A1)
- Form and maintain secure relationships with others. (A2)
- Respond to the environment in the presence of adult. (A3)

#### Examples

##### You May Observe The Child...

- Cry, make sounds, or use body movements to signal adult for assistance, attention, or other needs.
- Listen attentively, observe facial expressions, and respond by cooing, smiling, crying, and/or reaching out to familiar adults.
- Respond to sound when songs are sung by adult.

#### Strategies

##### You Can Help/Support By...

- Responding consistently and promptly to child's needs for comfort and reassurance.
- Holding, cuddling, hugging, smiling and maintaining eye contact while providing care, playing, and interacting verbally.
- Talking with and singing to child using rhyme, rhythm, and repetition frequently, especially during feeding and diaper changes.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Develop early social problem-solving. (A4)
- Laugh in social game of imitation with peers. (A5)
- Demonstrate increasing ability to form and maintain secure relationships with others. (A6)

#### Examples

##### You May Observe The Child...

- Cry, rock back and forth, and lift arms to signal for help.
- Imitate a friend's active movement.
- Engage in interactive games with adult.

#### Strategies

##### You Can Help/Support By...

- Responding promptly to child's requests for assistance.
- Structuring the environment to provide a safe place for active movement.
- Singing simple songs with facial and hand gestures (e.g., "The Itsy Bitsy Spider") and playing "Peek-a-boo".

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Demonstrate increasing social problem-solving. (A7)
- Develop friendships with one or more peers. (A8)
- Successfully enter and engage in group pretend play. (A9)

#### Examples

##### You May Observe The Child...

- Seek comfort from adults when hurt, frightened, or if another child grabs toy away.
- Play peacefully alongside a peer as long as there are enough toys to go around, but be unable to share own toys.
- Say, "I can be the person who collects the tickets."

#### Strategies

##### You Can Help/Support By...

- Supporting child to try new things by introducing them gradually, gently, and playfully.
- Labeling toys to indicate to whom they "belong" and modeling ways to take turns or use other available toys.
- Helping children enter a group by suggesting a role that will help extend the group's pretend story.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Show empathy and caring for others. (A10)
- Cooperate with others. (A11)
- Demonstrate increased ability to resolve conflicts. (A12)
- Interact easily with one or more children and adults. (A13)

#### Examples

##### You May Observe The Child...

- Pretend to soothe a crying baby doll in the dramatic play area.
- Take turns in games so long as there is not a long wait.
- Use words suggested by an adult to express anger, such as, "I don't like it when you push me."
- Separate willingly from adults to play with friends, most of the time.

#### Strategies

##### You Can Help/Support By...

- Helping child use words to describe actions and feelings.
- Creating opportunities for successful group interactions by providing adequate supplies, and expectations for working together.
- Encouraging child to problem-solve independently when conflicts are encountered.
- Modeling and explaining why it is important to be respectful in a variety of settings and contexts.

**Social and Emotional Development**—includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 2: Learning About Self (Self-Perceptions)**—Knowledge and beliefs about one's own characteristics, strengths, and weaknesses; judgments and feelings about one's value and worth; beliefs about one's competence in specific areas; and, a developing sense of choice and purpose about one's roles and activities.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Explore own body and begin to examine body parts of others. (B1)
- Gain an emerging sense of self as separate from but also connected to others. (B2)
- Feel worthwhile and accepted. (B3)
- Demonstrate an emerging sense of competence and confidence in growing abilities (B4)
- Smile or laugh at mastery of motor skills, sound play, clowning, or games of tickling. (B5)

#### Examples

##### You May Observe The Child...

- Clasp hands together and explore own fingers and toes.
- Interact with self in a mirror as if it were another person.
- Anticipate positive acceptance by peers and adults.
- Repeat actions on toys that get results.
- Laugh and engage in repetitive imitation with trusted adults

#### Strategies

##### You Can Help/Support By...

- Singing songs and finger plays with actions that include body parts.
- Providing unbreakable mirrors for child to look at self.
- Appreciating child with warm, welcoming greetings and departures.
- Providing toys that encourage exploration.
- Playing games of imitation.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Understand self in terms of unique characteristics, preferences, and abilities. (B6)
- Begin to recognize family members' roles and names. (B7)
- Develop independence. (B8)

#### Examples

##### You May Observe The Child...

- Turn head and push the food away when she is not hungry or does not like item.
- Purposefully seek out specific adults who are able to meet specific needs.
- Ask adult for assistance getting a turn.
- Learn to say "No, don't do that. It hurts me."
- Recognize items that belong to oneself by saying, "mine".

#### Strategies

##### You Can Help/Support By...

- Expecting child to protest as he expresses individuality.
- Using the child's name and the names and roles of people in her life.
- Responding to requests for assistance, empowering child to achieve goals while balancing rights of other children.
- Encouraging child to express displeasure in situations with other children independently, but monitoring to ensure children's safety.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Show increasing ability to distinguish between self and others. (B9)
- Adjust comfortably to new surroundings. (B10)
- Demonstrate confidence and pride in accomplishments. (B11)

#### Examples

##### You May Observe The Child...

- Adjust behavior to different settings (e.g., home, playground).
- Request that artwork be displayed.

#### Strategies

##### You Can Help/Support By...

- Pointing out and labeling items that belong to the child.
- Introducing new places, people, and activities gradually and providing some familiar items in new surroundings.
- Displaying children's work in aesthetic ways at child's eye level.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Continue to perceive self as worthwhile and accepted. (B12)
- Begin to understand consequences of actions, especially as choices affect others. (B13)
- Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. (B14)
- See self as able to have power and make responsible choices. (B15)
- Laugh at own mistakes or accidents so long as there is no serious consequence. (B16)

#### Examples

##### You May Observe The Child...

- Draw picture of self that reflects sense of self.
- Refrain from doing something that will make another child cry.
- Describe self using physical and behavioral characteristics.
- Say, "I'm not going to eat my applesauce now."
- Laugh following an accidental mixing of two colors or two foods.

#### Strategies

##### You Can Help/Support By...

- Avoiding comparing children and labeling some as "better" or "less competent" than others.
- Acknowledging child's behavior when waits turn or helps another person feel better.
- Encouraging discussions of physical characteristics, and individual preferences and abilities.
- Expanding the range of choices so long as child makes choices that are within the established guidelines of safety and responsible behavior.
- Modeling how to recognize humor in own mistakes.

**Social and Emotional Development**—includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 3: Expression of Feelings and Self-Regulation**—The ability to enhance and maintain emotional well-being as the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one's emotional perceptions and responses.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Develop early emotional and behavioral regulation. (C1)
- Increase emotional and behavioral regulation. (C2)
- Become more adept at expressing own feelings appropriately and recognizing others' emotions. (C3)

#### Examples

##### You May Observe The Child...

- Cry when she is hungry, uncomfortable, or unhappy.
- Use a comfort object, such as a blanket or stuffed toy to reduce arousal or distress when feeling stressed or upset.
- Recognize names for a few basic emotions when experienced by self or others

#### Strategies

##### You Can Help/Support By...

- Providing a regular routine for eating, sleeping, and activities that may be unique to each child.
- Helping child learn to calm self (e.g., model calming behavior, offer soothing objects).
- Having books available that address feelings and naming feelings and intentions when interacting with child and others.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Demonstrate progress in expressing needs and opinions in situations without harming self or others. (C4)
- Use toys and other objects purposefully and safely. (C5)
- Recognize own behaviors that are off limits, but not be able to stop self in advance. (C6)
- Offer to share, but only something that is plentiful, or give another a turn but only when finished. (C7)

#### Examples

##### You May Observe The Child...

- Ask for the food or toy desired rather than taking from another child.
- Use props in pretense that demonstrate an understanding of their intended purposes.
- Say, "No, No" and shake head while doing action that is not permitted as an attempt to control own behavior.
- Offer piece of cereal or toy to peer.

#### Strategies

##### You Can Help/Support By...

- Acknowledging child's use of words to let you know what she wants.
- Engaging with child in dramatic play, demonstrating the intended way to use toys or other materials.
- Commenting on child's understanding that the act is not acceptable and redirect.
- Commenting on child's willingness to share even though it requires little sacrifice.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Follow simple rules and routines with guidance. (C8)
- Manage transitions. (C9)

#### Examples

##### You May Observe The Child...

- Check with adults for rules or consequences, e.g., asks if it is ok to go outside now.
- Separate from adult with growing ease.

#### Strategies

##### You Can Help/Support By...

- Creating simple rules for daily routines using child's words and input.
- Responding to individual children in ways that support a successful transition.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Use socially acceptable behavior when completing tasks or problem solving. (C10)
- Name and talk about own emotions and can associate them with varying facial expressions. (C11)
- Enjoy some rough-and-tumble with trusted friends. (C12)

#### Examples

##### You May Observe The Child...

- Attempt to settle disputes or solve problems with another child through negotiation and compromise, addressing own rights as well as the other child's needs, with and without assistance.
- Use words to express feelings, such as, "I get angry when you push me."
- Play like he is fighting or hurting another child, but be able to manage own behavior so that no one gets hurt.

#### Strategies

##### You Can Help/Support By...

- Supporting child's attempts to problem-solve and manage conflicts
- Helping child express feelings while playing with others or listening to stories.
- Allowing rough-and-tumble play, but observing for signs that it might be getting out of bounds.



## Overview of Indicators Approaches to Learning

Birth to Kindergarten

Developmental Continuum

### Strand 1: Persistence

- A1. Observe objects and people for a brief period of time.
- A2. Hold attention of adult.
- A3. Pay attention briefly and try to reproduce interesting and pleasurable effects and events.
- A4. Increase the amount of time they can persist in repetitive tasks or preferred activities.
- A5. Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others.
- A6. Grow in ability to persist in and complete tasks, activities, projects, and experiences.
- A7. Increase persistence in activities despite frustration or disappointment.
- A8. Recognize and solve problems independently through trial and error and by interacting with peers and adults.
- A9. Set goals, develop plans, and complete tasks.
- A10. Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

### Strand 2: Curiosity and Initiative

- B1. Show awareness of and interest in the environment.
- B2. Engage in and actively explore self, objects, and surroundings.
- B3. Show eagerness and curiosity as a learner.
- B4. Demonstrate ability to initiate activities.
- B5. Participate in an increasing variety of tasks and activities.
- B6. Develop increased ability to make independent choices.
- B7. Find and use materials to follow through on an idea.
- B8. Initiate play with others.
- B9. Offer to help with chores.
- B10. Invent projects and work on them with little assistance.
- B11. Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

### Strand 3: Creativity & Inventiveness

- C1. Notice and show interest in and excitement with familiar objects, people, and events.
- C2. Approach and explore new experiences in familiar settings.
- C3. Delight in finding new properties and uses for familiar objects and experiences.
- C4. Pretend and use imagination during play.
- C5. Imitate action observed in another situation.
- C6. Approach tasks experimentally, adapting as the activity evolves.
- C7. Use imagination to create original thoughts, ideas, or products.
- C8. Approach tasks and activities with increased flexibility, imagination, and inventiveness.
- C9. Use creativity and inventiveness to complete projects or tasks.
- C10. Make changes to a familiar story by adding actions or characters.
- C11. Represent reality in a variety of ways (e.g., pretend play, drawing, making up stories).

### Strand 4: Reasoning & Problem Solving

- D1. Explore object characteristics (e.g., size, shape, texture) in many different ways.
- D2. Behave in consistent ways to elicit desired response.
- D3. Use sounds, gestures, and movements to impact the environment and interactions.
- D4. Realize that people or things exist even when out of view (object permanence).
- D5. Use objects as intended.
- D6. Demonstrate beginning understanding of cause and effect, especially of own actions.
- D7. Seek assistance from an adult or another child to solve problems.
- D8. Explain reasons why simple events occur.
- D9. Develop increasing abilities to classify, compare and contrast objects, events and experiences.
- D10. Recognize and solve problems through active exploration, and interactions and discussions with others.
- D11. Create a strategy based on one learning event and extend it to a new learning opportunity.
- D12. Demonstrate understanding of what others are thinking, their intentions, or motivations.
- D13. Demonstrate long-term memory of meaningful events and interesting ideas.
- D14. Work with others to find a solution, using problem solving strategies.

**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 1: Persistence**—Continued attentiveness that indicates the ability to retain meaningful information and ideas and to use best practices in future activities and situations.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Observe objects and people for a brief period of time. (A1)
- Hold attention of adult. (A2)
- Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (A3)

#### Examples

##### You May Observe The Child...

- Examine a toy, rattle, or face for a brief period of time.
- Smile, babble, and sustain eye-contact with adult.
- Use certain behaviors to get adults' attention.
- Grasp, release, re-grasp, and re-release an object.
- Lift arms up while crying to be picked up and comforted.

#### Strategies

##### You Can Help/Support By...

- Providing child with opportunities to explore characteristics of safe objects.
- Providing child with consistent responses, environments, and routines.
- Providing child with a safe environment in which to explore a variety of age-appropriate materials.
- Observing child to understand and support temperament, learning styles, and interests.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Increase the amount of time they can persist in repetitive tasks or preferred activities. (A4)
- Increase persistence in trying to complete a task after previous attempts have failed. (A5)

#### Examples

##### You May Observe The Child...

- Work at building a block structure for a short period of time.
- Fill a container with small objects and dump them out repeatedly.
- Try various shapes in a shape-sorting toy until the shape finally fits.
- Try to start the zipper on coat repeatedly until able to do the task without help.

#### Strategies

##### You Can Help/Support By...

- Providing several stacking type toys that encourage a child to use a variety of motions.
- Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity.
- Noticing and making specific comments about a child's efforts and accomplishments.
- Being available and responding when child encounters problems, without being intrusive.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Grow in ability to persist in and complete tasks, activities, projects, and experiences. (A6)
- Increase persistence in activities despite frustration or disappointment. (A7)

#### Examples

##### You May Observe The Child...

- Use materials to create a collage, working on it in a focused manner.
- Persist in attempt to find missing pieces of a toy or to try something new with the playdough.
- Successfully complete a challenging puzzle.
- Spill a cup of juice on the floor, clean it up, and ask for more juice.

#### Strategies

##### You Can Help/Support By...

- Designing projects that take more than one day to complete.
- Offering suggestions for overcoming challenges only after he asks for assistance.
- Providing adequate time and support for child to complete increasingly complex games or tasks.
- Commending child for handling frustration or disappointment in socially appropriate ways.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Recognize and solve problems independently. (A8)
- Set goals, develop plans, and complete tasks. (A9)
- Show growing capacity to maintain concentration over time. (A10)

#### Examples

##### You May Observe The Child...

- Focus on an activity.
- Alter approach to tasks when initial approach does not work.
- Work on building a specific item, though the design may change during the process.
- Disregard activities nearby while maintaining focus and concentration on the task at hand.
- Remember on a day-to-day basis to maintain long-term projects.

#### Strategies

##### You Can Help/Support By...

- Facilitating play and activities between child and others.
- Encouraging child to try new approaches without intervening.
- Talking with child about her activities and plans.
- Creating projects for child to work on over time.
- Providing adequate time and support for child to complete increasingly complex activities, games, or tasks.



**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 2: Initiative and Curiosity**—Characterized by a sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Show awareness of and interest in the environment. (B1)
- Engage in and actively explore self, objects, and surroundings. (B2)
- Show eagerness and curiosity as a learner. (B3)

#### Examples

##### You May Observe The Child...

- React to new objects, voices, and sounds.
- Turn in the direction of the source of familiar voices and sounds.
- Inspect own hands and feet.
- Explore an object using all senses.
- Show pleasure by vocalizing and smiling or by actively exploring new objects.
- Show interest in new experiences such as reaching out to touch rain.

#### Strategies

##### You Can Help/Support By...

- Placing bright toys in baby's visual field and moving them.
- Talking with and singing to child, naming body parts.
- Engaging child in interactive games involving the body.
- Providing an infant "gym" with features on the mat.
- Using open-ended questions to promote thinking.
- Observe the children and place prompts to facilitate explorations.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Demonstrate ability to initiate activities. (B4)
- Participate in an increasing variety of tasks and activities. (B5)

#### Examples

##### You May Observe The Child...

- Begin to explore the environment independently.
- Try new art materials.
- Drop objects to see if you will engage in the "pick-up game."
- Show interest in several learning centers.
- Notice new materials and express interest in using them.

#### Strategies

##### You Can Help/Support By...

- Providing child with choices.
- Offering art materials and encouraging child to create own designs.
- Being cooperative and engaging as the "picker-upper."
- Encouraging and supporting child's interest in trying new activities.
- Offering variety as well as repetition in stories, games, and activities.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Develop increased ability to make independent choices. (B6)
- Find and use materials to follow through on an idea. (B7)
- Initiate play with others. (B8)

#### Examples

##### You May Observe The Child...

- Choose a book for an adult to read.
- State choice for preferred activity.
- Gather blocks to build a tower.
- Gathers pots, spoons, plates, and plastic vegetables to "make soup."
- Bring a toy to another child.
- Play beside other children and imitate the play of another child.

#### Strategies

##### You Can Help/Support By...

- Providing non-critical environments that create opportunities for child to make choices and to initiate activities.
- Increasing the choices available to the child.
- Trying new tasks with child and describing them.
- Reading books about new experiences and when possible exposing child to real things mentioned in the books.
- Acknowledging when child initiates pro-social activities and point out the positive outcomes.
- Providing many opportunities for active exploration with other children.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Offer to help with chores. (B9)
- Invent projects and work on them with little assistance. (B10)
- Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. (B11)

#### Examples

##### You May Observe The Child...

- Help water plants or use a paper towel to clean up spilled juice.
- Imitate adult activities such as setting the table.
- Use art materials in many ways.
- Show interest in patterns.
- Show curiosity by saying things like, "I wonder what will happen next."
- Experiment with objects.

#### Strategies

##### You Can Help/Support By...

- Expressing appreciation for child's initiative and desire to help.
- Allowing child to independently set table, clean up toys, etc.
- Providing opportunities for child to form, design, and undertake activities and projects.
- Providing materials of interest for child to create own designs.
- Modeling prediction-making.
- Inventing and conducting simple experiments with child.

**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 3: Creativity and Inventiveness**—Characterized by originality, fluency, flexibility, and the ability to extend existing knowledge, using imagination and moving beyond conventional thinking.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Notice and show interest in and excitement with familiar objects, people, and events. (C1)
- Approach and explore new experiences in familiar settings. (C2)

#### Examples

##### You May Observe The Child...

- Turn toward and track voices, people, and objects.
- Mouth, shake, bang, drop, or throw objects.
- React to the sound of music with movement.
- Explore new toy to see what happens when it is pushed, pulled, punched, dropped, rolled, shaken, or covered with towel.

#### Strategies

##### You Can Help/Support By...

- Providing toys and experiences with a variety of colors, textures, sounds, shapes, and smells.
- Changing the materials, toys, and objects in child's environment regularly.
- Encouraging child to pretend, make-believe, and use imagination.
- Providing a variety of new objects to be pulled, pushed, held, dropped, thrown, patted, and explored using the senses.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Delight in finding new properties and uses for familiar objects and experiences. (C3)
- Pretend and use imagination during play. (C4)

#### Examples

##### You May Observe The Child...

- Put together blocks or plastic manipulatives in many different combinations.
- View a table from both above and below, and examine the back and sides of a chair.
- Enjoy sand and water activities under adult supervision.
- Role play with another child.
- Take play dough to the housekeeping area to fill the muffin tins before putting them in the play oven.

#### Strategies

##### You Can Help/Support By...

- Create a safe environment where child is encouraged to experiment with a variety of safe materials.
- Providing sand and water play.
- Supporting and encouraging child's creative processes.
- Playing with child in creative ways.
- Providing dress-up and pretend play materials from child's daily life and cultural background.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Imitate action observed in another situation. (C5)
- Approach tasks experimentally, adapting as the activity evolves. (C6)
- Use imagination to create original thoughts, ideas, or products. (C7)

#### Examples

##### You May Observe The Child...

- Pretends to act like his parents.
- Reenact role of rescue worker after field trip to rescue squad.
- Experiment with blocks he can stack before they tumble.
- Experiment with a brush to find ways to keep paint from dripping.
- Make up words, songs, or stories, or create a dance.
- Being comfortable answering open-ended questions that have no "right" answer.

#### Strategies

##### You Can Help/Support By...

- Providing props for enacting roles.
- Providing age-appropriate learning centers.
- Providing opportunities for child to experiment with safe art materials and to create simple art projects.
- Providing space, materials, time, and freedom for creative expression.
- Asking child to explain ideas.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Approach tasks and activities with increased flexibility, imagination, and inventiveness. (C8)
- Use creativity and inventiveness to complete projects or tasks. (C9)
- Make changes to a familiar story. (C10)
- Represent reality in a variety of ways. (C11)

#### Examples

##### You May Observe The Child...

- Combine activities, materials, and equipment in new ways.
- Play several different roles in dramatic play.
- Use a variety of approaches in creating structures or projects.
- Change the plot of familiar story.
- Substitute objects.
- Play-act the role of an adult.
- Draw pictures of a field trip.

#### Strategies

##### You Can Help/Support By...

- Encouraging child to try things in new ways.
- Providing props, time, space, and freedom to choose activities.
- Avoiding competition.
- Using open-ended questions and descriptive language.
- Asking or engaging with the child to depict how a story may have ended differently.
- Playing make-believe games.

**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 4: Reasoning and Problem-Solving**—The ability to understand, evaluate, and interpret and apply knowledge and information, processes which inform future learning and problem-solving.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Explore object characteristics in many different ways. (D1)
- Behave in consistent ways to elicit desired response. (D2)
- Use sounds, gestures, and movements to impact the environment and interactions. (D3)

#### Examples

##### You May Observe The Child...

- Explore objects placed in hands.
- Bring objects to mouth.
- Repeat actions many times to cause desired effect.
- Enjoy playing games with primary adult that involve repetition.
- Push a ball to watch it roll or pull or hit a knob to make a bell ring.
- Drop toys repeatedly from the high chair in a game with adult.

#### Strategies

##### You Can Help/Support By...

- Adding toys with different textures and those that are responsive to infant's actions.
- Interacting with child in consistent and predictable ways.
- Playfully imitating and responding appropriately to child's sounds or actions.
- Modeling behaviors that produce interesting results.
- Providing child with objects that react to specific actions.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Realize that people or things exist even when out of view (object permanence). (D4)
- Use objects as intended. (D5)

#### Examples

##### You May Observe The Child...

- Say good-bye to parent, knowing he will return later in the day.
- Search for items that have been covered, placed inside something, or removed to another location.
- "Help" sweep the floor with a child-sized broom.
- Push buttons on a plastic phone.

#### Strategies

##### You Can Help/Support By...

- Playing peek-a-boo.
- Play hide and seek games with objects by covering the object and then moving it under another cover, saying things like "Where are those keys?"
- Modeling and dramatizing the customary way to use common objects.
- Providing dramatic play areas for child to explore the functions of common objects.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Demonstrate beginning understanding of cause and effect, especially of own actions. (D6)
- Seek assistance from an adult or another child to solve problems. (D7)
- Explain reasons why simple events occur. (D8)

#### Examples

##### You May Observe The Child...

- Start to ask "why" questions to show effort at understanding causation.
- Say, "I can do it myself," as well as know when to ask for help.
- Seek assistance after a period of time to put together a puzzle.
- Explain that a friend is not here because he was sick.
- Attempt to explain how things might change, given changes in circumstances.

#### Strategies

##### You Can Help/Support By...

- Engaging child in play-based cause and effect experiments.
- Using simple stories to help child understand cause and effect.
- Encouraging independence while providing assistance when necessary.
- Guiding child through the problem-solving process.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Develop increasing abilities to classify, compare and contrast objects, events, and experiences. (D9)
- Recognize and solve problems. (D10)
- Create a strategy based on one event and extend it to a new one. (D11)
- Demonstrate understanding of what others are thinking, their intentions, or motivations. (D12)
- Demonstrate long-term memory. (D13)
- Work with others to find a solution. (D14)

#### Examples

##### You May Observe The Child...

- Sort objects and compare the groups formed.
- Explore and inspect objects for similarities and differences.
- Use comparative words.
- Tell others about events that happened in the past.
- Negotiate with other children to solve a problem.

#### Strategies

##### You Can Help/Support By...

- Providing objects for sorting.
- Using comparative words or phrases naturally.
- Providing an environment rich in resources and supportive of exploration.
- Applying problem-solving process to social problems at child's level.

## Overview of Indicators Language and Literacy

### Birth to Kindergarten Developmental Continuum

#### Strand 1: Listening and Speaking

- A1. Respond to frequently heard sounds and words.
- A2. Use a variety of sounds and motions to communicate.
- A3. Show increased understanding of gestures and words.
- A4. Use consistent sounds, gestures, and some words to communicate.
- A5. Understand questions, some basic concepts, and simple directions.
- A6. Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems.
- A7. Build increased understanding of basic concepts and vocabulary.
- A8. Demonstrate increased understanding of oral language through actions and responses to directions and questions.
- A9. Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- A10. Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
- A11. Develop increasing abilities to understand and use language for a variety of purposes.
- A12. Enjoy hearing and creating humorous stories characterized by exaggeration.

#### Strand 2: Phonological Awareness & Alphabetic Knowledge

- B1. Show enjoyment of the sounds and rhythms of language.
- B2. Imitate vocalizations and sounds.
- B3. Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs.
- B4. Participate in simple word games.
- B5. Create "jokes" with sounds, using nonsense combinations to explore phonemes.
- B6. Begin to identify words that rhyme.
- B7. Show growing ability to discriminate and identify sounds.
- B8. Identify matching sounds and produce original rhymes.
- B9. Show growing ability to hear and discriminate separate syllables in words.
- B10. Show growing awareness of beginning and ending sounds of words.
- B11. Develop beginning awareness of alphabet letters.
- B12. Recognize that sounds are associated with letters of the alphabet and that they form words.
- B13. Understand that letters of the alphabet are a special category of visual graphics that can be individually named.
- B14. Laugh at and create silly words while exploring phonology.

#### Strand 3: Print Awareness and Concepts

- C1. Respond positively to book reading activities with adults.
- C2. Show some ability to handle books, with assistance.
- C3. Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs).
- C4. Relate pictures with real objects, events, and ideas (e.g., stories).
- C5. Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
- C6. Show growing interest in reading-related activities.
- C7. Show increased awareness of print concepts.
- C8. Recognize a word as a unit of print that is formed by individual letters.
- C9. Read some environmental print.

#### Strand 4: Comprehension

- D1. Focus attention on simple picture books.
- D2. Begin to recognize "favorite books" and repeatedly request to read them.
- D3. Begin to interact with story through familiar hand motions and expression of emotions.
- D4. Begin to recognize symbols for objects.
- D5. Show increased comprehension and response to stories read aloud.
- D6. Recall specific characters or actions from familiar stories.
- D7. Understand the meaning of some environmental print.
- D8. Demonstrate understanding of basic plots of simple stories in a variety of ways.
- D9. Begin to understand the connection between books and personal experiences.
- D10. Understand the main idea of simple information.
- D11. Use strategies such as questioning or predicting to comprehend printed material.
- D12. Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words.

#### Strand 5: Early Writing

- E1. Begin to show interest in exploring writing tools.
- E2. Experiment with grasp when using a variety of writing tools.
- E3. Show increased interest in exploring writing tools.
- E4. Use writing tools to make scribbles.
- E5. Make purposeful marks on paper.
- E6. Use scribbles and unconventional shapes to convey messages.
- E7. Represent ideas and stories through pictures, dictation, and play.
- E8. Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
- E9. Use letter-like shapes, symbols, letters, and words to convey meaning.
- E10. Understand purposes for writing.
- E11. Begin to use familiar words (e.g., mom, love) in writing and drawing.



**Language and Literacy**—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.

**Strand 1: Listening and Speaking**—Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Respond to frequently heard sounds and words. (A1)
- Use a variety of sounds and motions to communicate. (A2)
- Show increased understanding of gestures and words. (A3)
- Use consistent sounds, gestures, and some words to communicate (A4)

#### Examples

##### You May Observe The Child...

- Focus on objects and sources of sounds.
- Produce quiet, throaty sounds/noises, later cooing and then babbling using many sounds.
- Become excited upon hearing familiar word such as “bottle.”
- Point to a bottle and say, “baba.”

#### Strategies

##### You Can Help/Support By...

- Using different types of voice with child.
- Responding to child’s attempts at nonverbal communication.
- Providing opportunities for child to listen to music, stories and nursery rhymes.
- Interpreting and giving meaning to what child says.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Understand questions, some basic concepts, and simple directions. (A5)
- Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. (A6)
- Build increased understanding of basic concepts and vocabulary. (A7)

#### Examples

##### You May Observe The Child...

- Follow directions that involve one- or two-step sequence of actions.
- Participate in rhymes, songs, chants, poetry, and stories.
- Use words to name common objects, actions (jumping), and feelings (happy), and attributes such as color, size, or temperature.

#### Strategies

##### You Can Help/Support By...

- Playing games that require listening and following simple directions.
- Reading to child daily and using a variety of stories, rhymes, songs, chants.
- Having child walk around the room and label objects.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Demonstrate increased understanding of oral language through actions and responses to directions and questions. (A8)
- Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. (A9)

#### Examples

##### You May Observe The Child...

- Respond appropriately to simple directions or questions.
- Extend/expand the thought or idea expressed by another.

#### Strategies

##### You Can Help/Support By...

- Speaking in simple sentences and play games that require listening (e.g., Simon Says).
- Providing opportunities for child to communicate with other children.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. (A10)
- Develop increasing abilities to understand and use language for a variety of purposes. (A11)
- Enjoy hearing and creating humorous stories characterized by exaggeration. (A12)

#### Examples

##### You May Observe The Child...

- Use more complex grammar and parts of speech (e.g., “the,” and “a” in productions).
- Use language to problem-solve.
- Enjoy children's books with themes of exaggeration.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to pronounce words correctly through normal conversations, enunciating each part of words clearly.
- Explaining the various uses of language.
- Capitalizing on the opportunity to reinforce mathematical concepts of size comparisons.



**Language and Literacy**—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.

**Strand 2: Phonological Awareness and Alphabetic Knowledge**—The ability to hear the different sounds of language and to understand how sounds of spoken language can be segmented, combined, and manipulated.

### Birth to 18 months

#### Indicators Children Are Learning To...

- Show enjoyment of the sounds and rhythms of language. **(B1)**
- Imitate vocalizations and sounds. **(B2)**

#### Examples You May Observe The Child...

- Focus on the person speaking.
- Make utterances that are easy to produce.

#### Strategies You Can Help/Support By...

- Exposing child to a variety of sounds by speaking, reading books, and singing or playing songs while using exaggerated actions or expressions.
- Repeating child's sounds, then say word correctly by using it in a sentence (e.g., "Ca, ca, car, mommy's in the car.").

### 18 months to 36 months

#### Indicators Children Are Learning To...

- Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. **(B3)**
- Participate in simple word games. **(B4)**
- Create "jokes" with sounds, using nonsense combinations to explore phonemes. **(B5)**

#### Examples You May Observe The Child...

- Ask adult to repeat favorite rhymes, fingerplays, or stories.
- Recite last word and/or phrases of familiar rhymes, with assistance.
- Purposefully say wrong name or word such as calling the dog "Lazy" instead of "Daisy."

#### Strategies You Can Help/Support By...

- Reciting and reading books, rhymes, and poems on a regular basis.
- Making up rhyming songs using child's and other familiar people's names and reading books with rhymes, songs, and repetitive language.
- During word play, imitating and extending child's words.

### 36 months to 48 months

#### Indicators Children Are Learning To...

- Begin to identify words that rhyme. **(B6)**
- Show growing ability to discriminate and identify sounds. **(B7)**

#### Examples You May Observe The Child...

- Recognize matching sounds and rhymes in familiar words, games, songs, stories and poems.
- Notice sounds in the environment (e.g., train, siren, birds).

#### Strategies You Can Help/Support By...

- Playing word games using three consonant-vowel-consonant (CVC) words (e.g., bat, mat, cat), making up new and playful combinations.
- Reading aloud every day, asking child to repeat sounds with you.

### 48 months and older

#### Indicators Children Are Learning To...

- Identify matching sounds and produce original rhymes. **(B8)**
- Show growing ability to hear and discriminate separate syllables in words. **(B9)**
- Show growing awareness of beginning and ending sounds of words. **(B10)**
- Develop beginning awareness of alphabet letters. **(B11)**
- Recognize that sounds are associated with letters of the alphabet and that they form words. **(B12)**
- Understand that letters of the alphabet are a special category of visual graphics that can be individually named. **(B13)**
- Laugh at and create silly words while exploring phonology. **(B14)**

#### Examples You May Observe The Child...

- Experiment with sounds to make nonsense words that rhyme.
- Differentiate between similar-sounding words.
- Listen for and acknowledge words that begin with the same initial sound.
- Begin to understand that print represents words.
- Begin to make letter/sound matches.
- Associate the names of letters with their shapes.

#### Strategies You Can Help/Support By...

- While listening to rhyming songs, picking out the rhyming words.
- Reading a nursery rhyme and having child raise his hand every time a specific sound is heard.
- Asking child to match words that have the same beginning or ending sound.
- Singing alphabet songs with child.
- Providing child with hands-on materials containing letters.
- Writing out child's name sounding out each letter.
- Allowing children to explore sounds and language by experimenting with words.

**Language and Literacy**—the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 3: Print Awareness and Concepts**—The construction of meaning from print and skills such as print convention, directionality, and the concepts of the word, the sentence, and punctuation.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Respond positively to book reading activities with adults. (C1)
- Show some ability to handle books, with assistance. (C2)

#### Examples

##### You May Observe The Child...

- Focus on picture books with bold, colorful, and clear images of familiar objects.
- Attempt to position pictures in book right side up.

#### Strategies

##### You Can Help/Support By...

- Providing child with board, cloth and plastic books that can be manipulated and explored with assistance.
- Handing child board books, helping him turn the pages and pointing to the pictures.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs). (C3)
- Relate pictures with real objects, events, and ideas (e.g., stories). (C4)

#### Examples

##### You May Observe The Child...

- Recognize some signs and symbols in the environment (e.g., "STOP").
- Talk about pictures and labeling objects in books.

#### Strategies

##### You Can Help/Support By...

- Taking child for walks around the neighborhood and pointing out common signs.
- Creating a book about child's daily life with photos of significant people, pets, and places in the home.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. (C5)
- Show growing interest in reading-related activities. (C6)

#### Examples

##### You May Observe The Child...

- Point to the elevator button while in a tall building.
- Pretend to "read" independently or with others, turning pages and looking at illustrations.

#### Strategies

##### You Can Help/Support By...

- Commenting upon the purpose of signs in the environment, especially as they are used and talking aloud to self while following directions ("Oh that sign says 'Stop,' so I will stop the car").
- Modeling reading for pleasure and allowing child to explore books independently by placing age appropriate books in various locations.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Show increased awareness of print concepts. (C7)
- Recognize a word as a unit of print that is formed by individual letters. (C8)
- Read some environmental print. (C9)

#### Examples

##### You May Observe The Child...

- Recognize book by cover.
- Point to the words on the pages of a book.
- Read familiar sight words (e. g., words on cereal boxes).

#### Strategies

##### You Can Help/Support By...

- Modeling holding a book correctly and turning pages right to left.
- Using "Big Books" to allow child to track text as you read.
- Pointing to printed words and asking, "What does it say?"

**Language and Literacy**—the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 4: Comprehension**—The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.

#### Birth to 18 months

##### Indicators

##### Children Are Learning To...

- Focus attention on simple picture books. (D1)
- Begin to recognize "favorite books" and repeatedly request to read them. (D2)

##### Examples

##### You May Observe The Child...

- Point or make sounds when looking at picture books.
- Recite some words in familiar books from memory and maybe object if you try to change the story.

##### Strategies

##### You Can Help/Support By...

- Reading stories to child daily.
- Reading books with a predictable story line and sequence of events with child, reading some books repeatedly at the child's request.

#### 18 months to 36 months

##### Indicators

##### Children Are Learning To...

- Begin to interact with story through familiar hand motions and expression of emotions. (D3)
- Begin to recognize symbols for objects. (D4)

##### Examples

##### You May Observe The Child...

- Perform an action that is shown or mentioned in a book.
- Point to individual pictures and name person(s) or object(s) while pointing.

##### Strategies

##### You Can Help/Support By...

- Reading a story often and then engaging child in conversation about it.
- Making a name block for child with the name on one side and child's picture on the other.

#### 36 months to 48 months

##### Indicators

##### Children Are Learning To...

- Show increased comprehension and response to stories read aloud. (D5)
- Recall specific characters or actions from familiar stories. (D6)
- Understand the meaning of some environmental print. (D7)

##### Examples

##### You May Observe The Child...

- Ask relevant questions as the story is read.
- Tell through spoken words, gestures, symbols, pictures, and/or signs what happened in a story.
- Recognize function of common labels in the environment (e.g., restroom sign).

##### Strategies

##### You Can Help/Support By...

- Asking child his opinion of books, parts of stories, and characters.
- Providing music, art supplies, or props that lend themselves to depicting certain aspects of the story.
- Labeling common objects in the environment using print.

#### 48 months and older

##### Indicators

##### Children Are Learning To...

- Demonstrate understanding of basic plots of simple stories in a variety of ways. (D8)
- Begin to understand the connection between books and personal experiences. (D9)
- Understand the main idea of simple information. (D10)
- Use strategies such as questioning or predicting to comprehend printed material. (D11)
- Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. (D12)

##### Examples

##### You May Observe The Child...

- Begin to understand the sequence of a story (e.g., beginning, middle, and end).
- Talk about the characters and events in storybooks in ways that suggest understanding of what has been said or read.
- Make observations about the use of words and pictures in a book to comprehend printed material.

##### Strategies

##### You Can Help/Support By...

- Discussing story with open-ended questions.
- Helping child to make picture books about her own experiences.
- Asking thought provoking questions about a story.
- Responding to a child's joke with a laugh and asking, "Did you make that joke yourself? Now I have one for you..."

**Language and Literacy**—the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 5: Early Writing**—The ability to express or communicate in writing (using both the motor and cognitive elements of language) as developed through the skills of drawing, scribbling, and the use of invented spelling.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Begin to show interest in exploring writing tools. (E1)
- Experiment with grasp when using a variety of writing tools. (E2)

#### Examples

##### You May Observe The Child...

- Grasp a crayon and bring it to the mouth.
- Grasp marker or crayon with her fist and makes marks on paper without regard to location.

#### Strategies

##### You Can Help/Support By...

- Supervising child's exploration of child-safe writing tools.
- Providing writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Show increased interest in exploring writing tools. (E3)
- Use writing tools to make scribbles and purposeful marks. (E4)
- Make purposeful marks on paper. (E5)

#### Examples

##### You May Observe The Child...

- Attempt to use a variety of writing tools (e.g., pencil, marker, paint brush).
- Hold large crayons and transfer them from one hand to the other.
- Begin to draw representational figures (e.g., circle).

#### Strategies

##### You Can Help/Support By...

- Creating an accessible writing area for child with a smooth writing surface, writing tools, and paper.
- Providing opportunities for child to draw, acknowledging what is done.
- Providing opportunities for child to draw, and writing down what child says she has drawn.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Use scribbles and unconventional shapes to convey messages. (E6)
- Represent ideas and stories through pictures, dictation, and play. (E7)
- Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. (E8)

#### Examples

##### You May Observe The Child...

- Name scribbles.
- Cover a paper with large swirls of paint, saying, "This is my house," and asking the adult to write "My House" on the painting.
- Practice copying words in the environment using a pencil or crayon.

#### Strategies

##### You Can Help/Support By...

- Writing child's comments at the bottom of drawings, collages or photos.
- Providing opportunities for child to tell stories out loud, write down what child says and read it back with child.
- Providing a variety of writing materials and unlined paper with clipboards to promote writing.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Use letter-like shapes, symbols, and letters to convey meaning. (E9)
- Understand purposes for writing. (E10)
- Begin to use familiar words (e.g., mom, love) in writing and drawing. (E11)

#### Examples

##### You May Observe The Child...

- Write own name from memory on own artwork.
- Use letter stamps to represent words and then "read" the message or story to another person.
- Print 5-8 letters with a writing tool.

#### Strategies

##### You Can Help/Support By...

- Positively acknowledging child's attempts at writing (e.g., display writing in visible locations).
- Leaving fun notes for child in child's bed, and when child finds the notes, reading them aloud together.
- Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.

# Overview of Indicators

## Cognition and General Knowledge

### Strand 1: Learning About Mathematical Concepts

Birth to Kindergarten

Developmental Continuum

#### Sub-Strand A: Numbers and Operations

- A1. Begin to build understanding of more.
- A2. Use number words in songs and finger plays with little or no understanding.
- A3. Build some understanding of quantity.
- A4. Demonstrate growing understanding of one-to-one matching.
- A5. Begin to count by rote.
- A6. Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
- A7. Demonstrate advancing knowledge of numbers and counting.
- A8. Begin to make use of one-to-one correspondence in counting objects and matching groups of objects.
- A9. Increase ability to compare numbers of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, same).
- A10. Develop increasing ability to count in sequence and to use one-to-one correspondence.
- A11. Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity.

#### Sub-Strand B: Measurement

- B1. Explore objects in their environment.
- B2. Show some awareness of the relative size of objects.
- B3. Connect mathematical language to measurement concepts.
- B4. Explore the concept of volume.
- B5. Show some understanding of the concept of measurement.
- B6. Explore measuring tools (e.g., measuring cup, ruler, scale).
- B7. Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light).
- B8. Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none).
- B9. Use non-standard units of measurement (e.g., hands, books, blocks) to explore the environment.
- B10. Use standard tools (e.g., measuring cups, ruler, scale) to explore and understand the environment.
- B11. Compare objects based on differences in length, weight, and temperature using appropriate vocabulary.
- B12. Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature.

#### Sub-Strand C: Patterns and Relationships

- C1. Engage in sustained gazing or tracking of object with eyes.
- C2. Demonstrate object permanence (i.e., realizes that people or things exist even when out of view).
- C3. React to mental images of objects or events.
- C4. Show interest in patterns.
- C5. Explore similarities and differences of objects (e.g., color, size, shape, and texture).
- C6. Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.
- C7. Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture).
- C8. Continue to understand the relationship between objects.
- C9. Recognize and copy simple patterns (e.g., sounds, objects, shapes).
- C10. Use patterns to predict relationships between objects.
- C11. Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape).

#### Sub-Strand D: Shapes

- D1. Explore geometric shapes using their hands, eyes, and mind.
- D2. Play with shape toys, though often will not match correctly.
- D3. Identify simple objects by their shape.
- D4. Recognize simple shapes (e.g., circle, triangle, rectangle, and square).
- D5. Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes.
- D6. Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square).
- D7. Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences.
- D8. Create, build, or draw shapes using a variety of materials.



# Overview of Indicators

## Cognition and General Knowledge

### Strand 1: Learning About Mathematical Concepts

Birth to Kindergarten

Developmental Continuum

#### Sub-Strand E: Spatial Sense

- E1. Pay attention to what is happening in the environment.
- E2. Demonstrate use of body and materials in space.
- E3. Become aware of own body and personal space during active exploration of physical environment.
- E4. Explore the size, shape, and spatial arrangement of real objects.
- E5. Show understanding of different relationships of objects in space.
- E6. Show understanding of several positional words.
- E7. Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom.

#### Sub-Strand F: Data Collection and Analysis

- F1. Pay attention to what is happening in the environment.
- F2. Gather information through the senses (e.g., mouthing, grasping, reaching).
- F3. Make things happen through use of senses of sight, sound, taste, and touch.
- F4. Observe persons or objects in the environment for a brief period of time.
- F5. Begin to explore physical properties of objects and to identify their use.
- F6. Recognize objects as the same and different.
- F7. Apply knowledge or experience to a new context.
- F8. Demonstrate understanding that physical objects and experiences are quantifiable.
- F9. Collect and organize data about themselves, their environment, and their experiences.
- F10. Organize and display information by shared attribute or relationship.
- F11. Analyze collected data and generate logical conclusions.

#### Sub-Strand G: Time and Sequence

- G1. Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping).
- G2. Demonstrate some understanding of when things happen in relation to routines.
- G3. Recall information about the immediate past.
- G4. Show increased knowledge and memory for details and routines.
- G5. Anticipate, remember, and describe daily sequences of events.
- G6. Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night).
- G7. Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then.
- G8. Demonstrate beginning understanding of sequence.
- G9. Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after).

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand A. Number and Operations**—Building understanding of the concept of numbers, quantity, ways of representing numbers, one-to-one correspondence, and counting.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Begin to build understanding of more. (A1)
- Use number words in songs and finger plays with little or no understanding. (A2)

#### Examples

##### You May Observe The Child...

- Use gestures to request more in reference to food or play.
- Watching adults sing songs and finger plays that refer to counting or numbers.

#### Strategies

##### You Can Help/Support By...

- During meals, asking child, "Would you like more?"
- Playing games or singing songs (e.g., "5 Little Monkeys") and reading books that use numbers and counting.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Build some understanding of quantity. (A3)
- Demonstrate growing understanding of one-to-one matching. (A4)

#### Examples

##### You May Observe The Child...

- Recognize some quantities (e.g., sees two blocks and says "two").
- Put pegs in each hole of pegboard during play.

#### Strategies

##### You Can Help/Support By...

- When bottle is empty, saying, or using sign language to signify, "all gone."
- Creating an environment that contains a variety of objects that work together in a one-to-one relationship (e.g., markers and caps, cars and garages, containers with lids).

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Begin to count by rote. (A5)
- Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. (A6)
- Demonstrate advancing knowledge of numbers and counting. (A7)

#### Examples

##### You May Observe The Child...

- Attempt to count during hide-and-seek, skipping some numbers.
- Get three apples out of the basket, one for each person by using one-to-one correspondence.

#### Strategies

##### You Can Help/Support By...

- Playing games that involve counting.
- Providing an environment that contains objects with naturally occurring numbers and number words.
- Encouraging child to make thoughtful predictions and estimates about quantity, size, distance, and time in daily activities by playing guessing games.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. (A8)
- Increase in ability to compare numbers of objects using appropriate vocabulary. (A9)
- Develop increasing ability to count in sequence and to use one-to-one correspondence. (A10)
- Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. (A11)

#### Examples

##### You May Observe The Child...

- Count a collection of one to five items.
- Explain that one child has more cookies than another.
- Gradually increase the ability to count up to 10, and later to count beyond 10.
- Tell you a sign has the number 4, the same as her age.

#### Strategies

##### You Can Help/Support By...

- Demonstrating to child that numbers have meaning.
- Using comparison words in natural conversation and planned activities.
- Playing games that include counting and/or matching one-to-one.
- Providing number/numeral materials in child's environment.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand B. Measurement**—Determining the size, volume, quantity, and other measurable qualities and using the appropriate tools to do so.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Explore objects in their environment. (B1)
- Show some awareness of the relative size of objects. (B2)

#### Examples

##### You May Observe The Child...

- Reach and grab things.
- Nest up to five cups, with assistance.

#### Strategies

##### You Can Help/Support By...

- Providing an environment rich in child-appropriate learning materials and math manipulatives of various sizes and shapes.
- Providing child with toys that have incremental sizes (e.g., nesting cups, stackable rings).

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Connect mathematical language to measurement concepts. (B3)
- Explore the concept of volume. (B4)
- Show some understanding of the concept of measurement. (B5)

#### Examples

##### You May Observe The Child...

- Point to a dog and say, "Big dog."
- Fill and empty containers (e.g., with sand or water) under adult supervision.
- Use size words, such as "big," "little," and "many," appropriately.

#### Strategies

##### You Can Help/Support By...

- Modeling vocabulary when talking about attributes and characteristics of objects in the environment.
- Providing sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump to develop an understanding of volume, under adult supervision.
- Using comparison words when playing with big and little toys.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Explore measuring tools (e.g., measuring cup, ruler, scale). (B6)
- Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). (B7)
- Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). (B8)

#### Examples

##### You May Observe The Child...

- Play with measuring tools (e.g., measuring cups), pretending to measure.
- Gradually develop language to describe measured attributes e.g. big/small, short/tall, fast/slow
- Explain that a container is full of water.

#### Strategies

##### You Can Help/Support By...

- Charting child's changes in height and weight.
- Naturally integrating size concepts during everyday activities.
- Engaging with child in conversations about quantity as you interact with materials throughout the day.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Use non-standard units of measurement to explore the environment. (B9)
- Use standard tools to explore and understand the environment. (B10)
- Compare objects based on differences in length, weight, and temperature using appropriate vocabulary. (B11)
- Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature. (B12)

#### Examples

##### You May Observe The Child...

- Begin to use conventional measurement terms without accuracy.
- Use a common measuring stick to compare how long or tall things are.
- Sort and/or order objects correctly.
- Measure the length of a book using both non-standard units and appropriate tools.

#### Strategies

##### You Can Help/Support By...

- Demonstrating, explaining, and engaging child in activities that use both standard and non-standard measurement.
- Engaging child in measuring tasks.
- Encouraging child to compare the characteristics of materials and arrange them in an order.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand C. Patterns and Relationships**—Recognizing and/or creating planned or random repetitions of events, colors, lines, values, textures, and sound, including pitch, timbre, volume, and other qualities.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Engage in sustained gazing or tracking of object with eyes. (C1)
- Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). (C2)
- React to mental images of objects or events. (C3)

#### Examples

##### You May Observe The Child...

- Observe objects in the environment for a brief period of time (e.g., mobile).
- Look at door where adult was last seen.
- Clap hands when told aunt and uncle are coming to visit.

#### Strategies

##### You Can Help/Support By...

- Providing child with a stimulating environment.
- Playing peek-a-boo with child.
- Using descriptive language in everyday conversation, to support child's creation of mental images of objects or events.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Show interest in patterns. (C4)
- Explore similarities and differences of objects (e.g., color, size, shape, and texture). (C5)
- Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. (C6)

#### Examples

##### You May Observe The Child...

- Classify everyday objects that go together.
- Note that two flowers are different sizes or shape or find matching objects in the environment.
- Begin to fit pieces in correct openings through trial and error and correctly stack a few nesting cups.

#### Strategies

##### You Can Help/Support By...

- Engaging child in matching everyday materials (e.g., socks).
- Providing opportunities for child to notice patterns in nature (e.g., types of leaves).
- Providing child with toys requiring problem solving with which to play.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). (C7)
- Continue to understand the relationship between objects. (C8)

#### Examples

##### You May Observe The Child...

- Pick out all the red crayons from the box and announce, "This is how many red crayons we have."
- Begin to point out the differences in objects rather than the similarities.

#### Strategies

##### You Can Help/Support By...

- Making simple games using fabric swatches or wallpaper samples for children to match.
- Discussing similarities and differences of everyday objects during play.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Recognize and copy simple patterns (e.g., sounds, objects, shapes). (C9)
- Use patterns to predict relationships between objects. (C10)
- Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). (C11)

#### Examples

##### You May Observe The Child...

- Create a necklace from shaped preschool-type beads using a simple pattern on a card or picture.
- State that the blue shape follows the yellow shape, the triangle follows the square.
- Make patterns in the sand with her fingers and tracks with toy cars.

#### Strategies

##### You Can Help/Support By...

- When stringing beads, asking child to create and then describe patterns.
- Providing a sample pattern using child-safe common objects.
- Building on the child's understanding of patterning by making changes and additions in materials.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand D. Shapes**—Recognizing, naming, and comparing and contrasting objects based on their geometric appearance.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Explore geometric shapes using their hands, eyes, and mind. (D1)
- Play with shape toys, though often will not match correctly. (D2)

#### Examples

##### You May Observe The Child...

- Mouth, shake, bang, drop, or throw shape toys.
- Attempt to place the square beanbag in the round hole.

#### Strategies

##### You Can Help/Support By...

- Providing safe play and art materials that have different shapes (e.g., circles, squares, triangles).
- Engaging child with toys or games that involve matching shapes.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Identify simple objects by their shape. (D3)

#### Examples

##### You May Observe The Child...

- Point to a cracker that is round.

#### Strategies

##### You Can Help/Support By...

- Using shape words in daily life (e.g., "Let's cut the cornbread into squares" and then later, "I like triangles, too! How would I make cornbread triangles?")

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Recognize simple shapes (e.g., circle, triangle, rectangle, and square). (D4)
- Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. (D5)
- Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). (D6)

#### Examples

##### You May Observe The Child...

- Locate individual shapes in pictures composed of overlapping shapes.
- Follow fingers along the sides of a triangle and say it has three sides.
- Find all the triangles that are the same size.

#### Strategies

##### You Can Help/Support By...

- Playing games that involve matching shapes, gradually increasing level of difficulty.
- Identifying the features of shapes when child plays with them.
- Providing child with two-dimensional shapes in a variety of sizes for child to match.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. (D7)
- Create, build, or draw shapes using a variety of materials. (D8)

#### Examples

##### You May Observe The Child...

- Match simple three-dimensional shapes with objects found in everyday play.
- Put together and takes apart shapes to make other shapes.

#### Strategies

##### You Can Help/Support By...

- Introducing child to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice cream cones.
- Providing a variety of shapes and materials that may be connected and combined to create new shapes.



**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand E. Spatial Sense**—Acquiring an understanding of the physical relationship (i.e., direction and position) between self and objects, or between two or more objects, in one's environment.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Pay attention to what is happening in the environment. (E1)
- Demonstrate use of body and materials in space. (E2)

#### Examples

##### You May Observe The Child...

- Watch and follow the movement of a mobile over the crib.
- Gaze at own hands as they move about.

#### Strategies

##### You Can Help/Support By...

- Placing a stimulating mobile that plays music over crib for children under 5 months of age and unable to push up on knees.
- Taking child to places where he can observe and explore the environment.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Become aware of own body and personal space during active exploration of physical environment. (E3)
- Explore the size, shape, and spatial arrangement of real objects. (E4)

#### Examples

##### You May Observe The Child...

- Explore spatial relationships by attempting to fit her body in boxes or tunnels.
- Explore openings and looks for items to put in the opening, under adult supervision.

#### Strategies

##### You Can Help/Support By...

- Encouraging child to explore spatial relationships through activities and opportunities to move within his environments.
- Providing the child with various materials with which to build and explore.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Show understanding of different relationships of objects in space. (E5)
- Show understanding of several positional words. (E6)

#### Examples

##### You May Observe The Child...

- Respond with accuracy most of the time when asked to put the blocks "on" the table, or to go "under" the table.
- Climb to the top of a slide and exclaim, "I am far away from you!"

#### Strategies

##### You Can Help/Support By...

- Using position words in a conscious way (e.g., suggest child puts magazine under the book that is on the table).
- Providing space and materials for creating landscapes (e.g., train tracks, houses, roadway), maps, and other means with which to apply understanding of directionality, order, and position.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. (E7)

#### Examples

##### You May Observe The Child...

- Put the fork on top of the napkin when asked to do so.

#### Strategies

##### You Can Help/Support By...

- Playing games with child that incorporate using and responding to position words (e.g., left/right, first/last, above/below, over/under, top/bottom).

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand F. Data Collection and Analysis**—The gathering, organizing, and analyzing of information, enabling one to make sense of phenomena in the environment.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Pay attention to what is happening in the environment. (F1)
- Gather information through the senses (e.g., mouthing, grasping, reaching). (F2)
- Make things happen through use of senses of sight, sound, taste, and touch. (F3)
- Observe persons or objects in the environment for a brief period of time. (F4)

#### Examples

##### You May Observe The Child...

- Show excitement when seeing adult.
- Turn head toward sounds or voices.
- Drop toy and look for it.
- Look at self in the mirror for a brief period without recognizing who it is.

#### Strategies

##### You Can Help/Support By...

- Providing time daily for child to move freely on the floor in a safe environment.
- Following child's lead while exploring the environment.
- Demonstrating and explaining how things can be manipulated to make them different and/or more useful.
- Showing child self in the mirror of a play toy.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Begin to explore physical properties of objects and to identify their use. (F5)
- Recognize objects as the same and different. (F6)

#### Examples

##### You May Observe The Child...

- Explore common substances such as gelatin, water, or fabric.
- Collect items that have common characteristics (e.g., red blocks, shells, leaves).

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for safe observation and exploration (e.g., padded surfaces).
- Providing opportunities for the child to create and share collections based on her interests.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Apply knowledge or experience to a new context. (F7)
- Demonstrate understanding that physical objects and experiences are quantifiable. (F8)

#### Examples

##### You May Observe The Child...

- Help adult create a photo album of family members.
- Count the number of pieces of fruit on the plate (even though the counting might not be accurate).

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to share observations through pictures and words.
- Creating an environment that includes natural and purchased materials for counting, comparing relationships.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Collect and organize data about themselves, their environment, and their experiences. (F9)
- Organize and display their information by shared attribute or relationship. (F10)
- Analyze collected data and generate logical conclusions. (F11)

#### Examples

##### You May Observe The Child...

- Collect leaves; sort them by color, shape or size. Make a leaf graph.
- Participate in the creation of simple graphs reflecting children's favorite type of pet.
- Determine that the class prefers ice cream to cake for dessert.

#### Strategies

##### You Can Help/Support By...

- Helping child represent his/her observations using charts and graphs.
- Making graphs to illustrate comparisons for child.
- Encouraging child to describe and talk about data collected and analyzed.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand G. Time and Sequence**—Developing an understanding of the concept of time (especially as it relates to daily routines) and the sequencing of objects and events.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). (G1)
- Demonstrate some understanding of when things happen in relation to routines. (G2)
- Recall information about the immediate past. (G3)

#### Examples

##### You May Observe The Child...

- Show some anticipation for regularly scheduled daily activities.
- Anticipate going outdoors after naptime.
- After eating say, "All done!"

#### Strategies

##### You Can Help/Support By...

- Maintaining a daily routine.
- Explaining your daily routine as you perform the activities (e.g., "It's time to go outside, now").
- Demonstrating, explaining, and giving child routines, talking about what happens before and after.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Show increased knowledge and memory for details and routines. (G4)
- Anticipate, remember, and describe daily sequences of events. (G5)

#### Examples

##### You May Observe The Child...

- Begin to make connection between daily events and what happens "next" (after lunch it is time for a nap).
- Give simple accounts of what happened that day.

#### Strategies

##### You Can Help/Support By...

- Discussing the daily schedule with the child and asking questions such as, "What do we do after lunch?"
- Helping the child recognize and describe sequences in daily routines (e.g., we read a book before naptime).

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). (G6)
- Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then. (G7)

#### Examples

##### You May Observe The Child...

- Recognize that time can be measured (e.g., in days, hours, minutes).
- Point to the calendar and count through spoken words, gestures, symbols, pictures, and/or signs the number of days until her special event.

#### Strategies

##### You Can Help/Support By...

- Introducing general concepts of time sequences (e.g., wake-up, eat breakfast, brush teeth, get dressed; yesterday-today-tomorrow; morning-afternoon-evening) before discussing specific concepts (e.g., hours and minutes).
- Providing child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars).

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Demonstrate beginning understanding of sequence. (G8)
- Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). (G9)

#### Examples

##### You May Observe The Child...

- Retell a complex story or event in somewhat sequential order.
- Say, "I'm first in line. She's second."

#### Strategies

##### You Can Help/Support By...

- Reading books with a predictable story line and sequence of events with child.
- Encouraging the child to name which object is first, second, third, etc. in the context of a pattern or sequence of events.

# Overview of Indicators

## Cognition and General Knowledge

### Strand 2: Learning About the World

Birth to Kindergarten  
Developmental Continuum

#### Sub-Strand A: Scientific Knowledge

- A1. Show interest in surroundings by focusing on faces and objects in close range.
- A2. Recognize and respond to different sights, textures, smells, sounds, and tastes.
- A3. Observe and describe characteristics of living things, the weather, and the outdoor environment.
- A4. Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration.
- A5. Know that living things are made up of different parts (e.g., body parts).
- A6. Explore characteristics, basic needs, and life cycles of living things.
- A7. Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.).
- A8. Show beginning understanding of the interrelationships in earth/space systems.
- A9. Recognize matter in its three forms (i.e., solid, liquid, gas).
- A10. Describe the observable properties of objects using pictures and words (e.g., color, size, shape, texture).
- A12. Expand knowledge of and respect for their environment, living creatures, and plant life.

#### Sub-Strand B: Scientific Inquiry and Exploration

- B1. Attend to what is happening in the environment.
- B2. Demonstrate curiosity about the natural environment.
- B3. Attend and respond to what is happening in the environment.
- B4. Realize their ability to make things happen.
- B5. Enjoy games of repeated hiding and finding.
- B6. Use senses to observe and explore materials and natural phenomena.
- B7. Demonstrate increased knowledge and memory for details and routines.
- B8. Ask questions about scientific phenomena.
- B9. Expect specific results when playing with toys and other materials.
- B10. Provide some explanations for scientific phenomena.
- B11. Begin to use simple tools and equipment for investigation.
- B12. Make comparisons among objects in terms of what they are made of (e.g., clay, cloth, paper, metal) and their physical properties of size, shape, color, weight or texture.
- B13. Observe and remark upon changes and cause-effect relationships in the physical world.
- B14. Begin to collect, describe, and record information.
- B15. Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.
- B16. Apply information or experience to a new context.
- B17. Form explanations and communicate scientific information.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 2 Sub-Strand A. Scientific Knowledge**—Understanding of and information about the earth and living things, including their relationships and interdependencies.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Show interest in surroundings by focusing on faces and objects in close range. **(A1)**
- Recognize and respond to different sights, textures, smells, sounds, and tastes. **(A2)**

#### Examples

##### You May Observe The Child...

- Look at surroundings in a new place.
- Use a variety of actions to explore objects – touch, mouth, smell, shake, bang.

#### Strategies

##### You Can Help/Support By...

- Facilitating child's safe observation and exploration (e.g., monitoring, providing padded surfaces).
- Introducing toys with different textures, foods with different smells, and objects that make sounds.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Observe and describe characteristics of living things, the weather, and the outdoor environment. **(A3)**
- Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. **(A4)**

#### Examples

##### You May Observe The Child...

- Identify or attempt to name earth's materials (e.g., water, rocks, dirt, leaves).
- Place hand in front of light source to create a shadow.

#### Strategies

##### You Can Help/Support By...

- Watching fish and reading stories which include fish and other animals.
- Following child's lead as she explores the environment.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Know that living things are made up of different parts (e.g., body parts). **(A5)**
- Explore characteristics, basic needs, and life cycles of living things. **(A6)**
- Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) **(A7)**

#### Examples

##### You May Observe The Child...

- Identify the body parts that correspond with the senses.
- Explore where animals live through personal observation, watching movies, and looking at pictures.
- Note that a gray sky means it might rain.

#### Strategies

##### You Can Help/Support By...

- Engaging child in finger plays and songs with actions that include body parts and body functions.
- Reading books and magazines with child containing photographs of different habitats and landforms.
- Taking advantage of every day events to talk with child about nature and science (e.g., the changing weather).

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Show beginning understanding of the interrelationships in earth/space systems. **(A8)**
- Recognize matter in its three forms (i.e., solid, liquid, gas). **(A9)**
- Describe the observable properties of objects using pictures and words. **(A10)**
- Expand knowledge of and respect for their environment, living creatures, and plant life. **(A11)**

#### Examples

##### You May Observe The Child...

- Anticipate the sequence of daily events (e.g., awake, asleep).
- Recognize and provide simple descriptions of the states of matter.
- Describe the texture of rocks (e.g., rough, smooth, hard, soft).
- Help to sort cans, bottles, and paper into the proper recycling containers, where available.

#### Strategies

##### You Can Help/Support By...

- Labeling events and routines.
- Engaging child in simple and nutritious cooking projects.
- Exploring properties of the earth with child as found in her daily environment.
- Setting an example for child by respecting the natural world and living creatures, and discussing why it is important.



**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 2 Sub-Strand B. Scientific Inquiry and Exploration**—The processes through which children apply and test their scientific knowledge, including sensory observations, asking questions, and data collection and analysis.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Attend to what is happening in the environment. (B1)
- Demonstrate curiosity about the natural environment. (B2)
- Attend and respond to what is happening in the environment. (B3)
- Realize ability to make things happen. (B4)
- Enjoy games of repeated hiding and finding. (B5)

#### Examples

##### You May Observe The Child...

- Focus on faces and objects in close range.
- Use more than one sense at one time.
- Begin to imitate familiar motions such as stirring.
- Bang a block on the floor repeatedly, to hear the sound that it makes.
- Smile or laugh after repeatedly finding a toy hidden under a pillow.

#### Strategies

##### You Can Help/Support By...

- Providing objects that invite exploration with multiple senses. Interacting with the child by mentioning things in the environment.
- Providing opportunities for safe observation and exploration.
- Providing toys and objects that respond to actions of child.
- Hiding keys under a cover and waiting for infant to find them.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Use senses to observe and explore materials and natural phenomena. (B6)
- Demonstrate increased knowledge and memory for details and routines. (B7)

#### Examples

##### You May Observe The Child...

- Look at flowers and point out details (e.g., the petals and stem).
- Participate in dramatic play, acting out familiar actions: feeding baby, cooking and eating.

#### Strategies

##### You Can Help/Support By...

- Providing materials for a variety of sensory experiences (e.g., sand and water) and asking open-ended questions.
- Encouraging child to participate in daily routines (e.g., set table for dinner).

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Ask questions about scientific phenomena. (B8)
- Expect specific results when playing with toys and other materials. (B9)
- Provide some explanations for scientific phenomena. (B10)

#### Examples

##### You May Observe The Child...

- Ask simple questions about the natural world (e.g., "Where did the rainbow go?")
- Build with a variety of objects and begin to understand about balance, size and weight.
- Offer an explanation for why colors mixed together create new colors.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to ask questions about the environment and providing descriptive answers.
- Allowing child to play with safe materials without adult guidance in order to discover causal relationships.
- Helping child to find the answers to "why" questions through active exploration and reflection.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Begin to use simple tools and equipment for investigation. (B11)
- Make comparisons among objects in terms of what they are made of and their physical properties. (B12)
- Observe and remark upon changes and cause-effect relationships in the physical world. (B13)
- Begin to collect, describe, and record information. (B14)
- Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. (B15)
- Apply information or experience to a new context. (B16)
- Form explanations and communicate scientific information. (B17)

#### Examples

##### You May Observe The Child...

- Work with wheeled vehicles and slopes to find out how they move.
- Describe, draw, or write about environmental changes.
- Examine natural materials with magnifying lens, draw pictures of collection, and say what the pictures represent.
- Explore absorption of different materials.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to learn through play
- Exploring properties of objects with child.
- Helping child develop records of observations.

# Overview of Indicators

## Cognition and General Knowledge

### Strand 3: Learning About Families & Communities

Birth to Kindergarten

Developmental Continuum

#### Sub-Strand A: History

- A1. Participate in regularly scheduled daily activities.
- A2. Recognize the beginning and end of an event.
- A3. Begin to recognize routines and to categorize time intervals.
- A4. Understand that change is related to time.
- A5. Recount daily events.
- A6. Order/sequence events and objects.
- A7. Distinguish between events that happen in the past, present, and future.
- A8. Understand that artifacts reveal information about the past.
- A9. Engage in storytelling about past experiences.

#### Sub-Strand B: Geography

- B1. Develop awareness of body in space.
- B2. Recognize familiar places.
- B3. Recall location of familiar objects.
- B4. Develop awareness of some characteristics of own geographic region.
- B5. Use some words to indicate direction, position, and relative location.
- B6. Identify and describe characteristics of own surroundings and geographic region.
- B7. Demonstrate beginning knowledge of the relationship between people, places, and regions.
- B8. Identify common geographic tools.
- B9. Understand and use direction and position words to describe and compare location and spatial relationships.
- B10. Create representations of locations and space during play.
- B11. Use labels and symbols that show enhanced understanding of geographic concepts.

#### Sub-Strand C: Economics

- C1. Depend on others to provide for wants and needs.
- C2. Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys.
- C3. Make choices.
- C4. Develop awareness of jobs and what is required to perform them.
- C5. Demonstrate awareness of money being needed to purchase goods and services.
- C6. Identify tools (including technology) used at home, school, and work.
- C7. Develop awareness of economic concepts, including jobs, money, and tools.

#### Sub-Strand D: Families and Communities

- D1. Engage with familiar adults.
- D2. Demonstrate a beginning understanding of family/non-family.
- D3. Develop beginning understanding of human interdependence.
- D4. Expand relationships.
- D5. Understand social customs and create humor by pretending to violate the customs.
- D6. Identify personal characteristics, including gender and family composition.
- D7. Recognize ways in which people are alike and different.
- D8. Develop understanding of individual, family, culture, and community.
- D9. Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores.
- D10. Respect differences among people, such as gender, race, special needs, culture, language, and family structures.
- D11. Exhibit enhanced positive citizenship behaviors.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand A. History**—Understanding of the continuum of events occurring in succession—the past to the present and into the future, including the concepts of causality and prediction.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Participate in regularly scheduled daily activities. (A1)
- Recognize the beginning and end of an event. (A2)
- Begin to recognize routines and to categorize time intervals. (A3)

#### Examples

##### You May Observe The Child...

- Develop consistency in sleeping, waking, and eating patterns.
- Bounce in high chair upon anticipating meal.
- Anticipate routine interactions.

#### Strategies

##### You Can Help/Support By...

- Establishing routines for eating, sleeping, diapering and other regular activities.
- Demonstrating, explaining, and giving child routines, talking about what happens before and after.
- Providing a consistent bedtime routine and schedule.

### 18 months to 36 month

#### Indicators

##### Children Are Learning To...

- Understand that change is related to time. (A4)
- Recount daily events (A5)

#### Examples

##### You May Observe The Child...

- Describe ways she has changed since being a baby.
- Express what he did that day (e.g., "Today we went to the park.")

#### Strategies

##### You Can Help/Support By...

- Showing child evidence of change over time in meaningful ways (e.g., photographs).
- Making daily plans with child, emphasizing items that are different from the usual routine.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Order/sequence events and objects. (A6)
- Distinguish between events that happen in the past, present, and future. (A7)

#### Examples

##### You May Observe The Child...

- Retell what happened that day in sequence using appropriate vocabulary (e.g., first, next, last).
- Express the difference between past and present using words such as before, after, now, and then.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to retell a story or event in sequence.
- Using pictures to talk with child about what will happen in the future and has happened in the past (e.g., photos or toy animal after an outing to the park).

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Understand that artifacts reveal information about the past. (A8)
- Engage in storytelling about past experiences. (A9)

#### Examples

##### You May Observe The Child...

- Ask questions about artifacts from life in the past.
- Take on a role from a specific time, use symbols and props, and act out a story/narrative.

#### Strategies

##### You Can Help/Support By...

- Taking child to museums and discussing how artifacts reveal information about the past.
- Providing puppets and other role-play materials for child to engage in storytelling about the past.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand B. Geography**—Understanding of directionality, position, and location, and knowledge of the physical features of, and humans' relationship with, the Earth.

#### Birth to 18 months

##### Indicators

##### Children Are Learning To...

- Develop awareness of body in space. (B1)
- Recognize familiar places. (B2)

##### Examples

##### You May Observe The Child...

- Explore environment in the presence of adult.
- Recognize and express emotions when approaching familiar places with appropriate facial expressions, words, gestures, signs, or other means.

##### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to explore his body and environment.
- Giving child opportunities to visit new places occasionally.

#### 18 months to 36 months

##### Indicators

##### Children Are Learning To...

- Recall location of familiar objects. (B3)
- Develop awareness of some characteristics of own geographic region. (B4)

##### Examples

##### You May Observe The Child...

- Pull cover off toy that has been hidden.
- Match objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park, boat at the lake).

##### Strategies

##### You Can Help/Support By...

- Playing games that encourage object permanence (e.g., peek-a-boo, hide and seek).
- Narrating what child sees and finds in the environment and help child become familiar with locations such as sink, table, and bathroom.

#### 36 months to 48 months

##### Indicators

##### Children Are Learning To...

- Use some words to indicate direction, position, and relative location. (B5)
- Identify and describe characteristics of own surroundings and geographic region. (B6)

##### Examples

##### You May Observe The Child...

- Explain where she placed a favorite toy.
- Understand and recognize familiar localities (e.g., home, park, grandparent's house).

##### Strategies

##### You Can Help/Support By...

- Playing games that incorporate using and responding to direction and position words (up, over, next to, down, behind, top, bottom).
- Taking child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighborhoods).

#### 48 months and older

##### Indicators

##### Children Are Learning To...

- Demonstrate beginning knowledge of the relationship between people, places, and regions. (B7)
- Identify common geographic tools. (B8)
- Understand and use direction and position words to describe and compare location and spatial relationships. (B9)
- Create representations of locations and space during play. (B10)
- Use labels and symbols that show enhanced understanding of geographic concepts. (B11)

##### Examples

##### You May Observe The Child...

- Understand that there are different places that people live.
- Show interest in investigating geography tools.
- Talk about location.
- Use blocks to build a town and comment that the people can buy food from the store.
- Name street, neighborhood, city or town where she lives.

##### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to explore other places that people live.
- Demonstrating and explaining the use of maps and globes in the presence of child.
- When traveling, using directional terms to note how one reaches a familiar locality.
- Playing with child, creating situations related to travel.

**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand C. Economics**—Awareness of the principles of supply and demand, including the roles of resource availability, decision-making, jobs, and currency.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Depend on others to provide for wants and needs. (C1)
- Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. (C2)

#### Examples

##### You May Observe The Child...

- Anticipate feeding on seeing breast, bottle, or food.
- Understand that he cannot have another cracker because they are all gone.

#### Strategies

##### You Can Help/Support By...

- Establishing a regular feeding schedule.
- Providing toys that can be played with by two or more children at one time to promote sharing.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Make choices. (C3)

#### Examples

##### You May Observe The Child...

- Want to do favorite activities over and over again.

#### Strategies

##### You Can Help/Support By...

- Talking with child about his favorite activities using open-ended questions (e.g., "How did you do that? Tell me more.")
- Providing multiple areas of the room (e.g., blocks, dramatic play, table toys) from which child can choose to play.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Develop awareness of jobs and what is required to perform them. (C4)

#### Examples

##### You May Observe The Child...

- Talk about what she wants to be when she grows up.

#### Strategies

##### You Can Help/Support By...

- Reading aloud books about different types of occupations and providing props and dress-up clothes for child to play different roles (both male and female).
- Visiting people at work in the community to talk with them about their jobs.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Demonstrate awareness of money being needed to purchase goods and services. (C5)
- Identify tools (including technology) used at home, school, and work. (C6)
- Develop awareness of economic concepts, including jobs, money, and tools. (C7)

#### Examples

##### You May Observe The Child...

- Play store or restaurant with play or real money, receipts, credit cards, telephones.
- Use accurate vocabulary to identify technology (e.g., camera, computer, television) and tools.
- Use play money or other exchange items, when pretending to buy and trade.

#### Strategies

##### You Can Help/Support By...

- Providing play opportunities for child to purchase things in dramatic play.
- Modeling using technology constructively and responsibly in daily living.
- Providing child with play materials that have economic uses for dramatic play.



**Cognition and General Knowledge**—the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand D. Families and Communities**—Developing knowledge of one's own family, community, and culture, and positive citizenship behaviors, including the concepts of social interdependency and mutual benefits.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Engage with familiar adults. (D1)
- Demonstrate a beginning understanding of family/non-family. (D2)

#### Examples

##### You May Observe The Child...

- Begin to coo or smile when being given attention.
- Recognize family members.

#### Strategies

##### You Can Help/Support By...

- Spending warm, nurturing time with child, engage eye contact and use gentle touch.
- Creating a baby-proof family album that child can explore.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Develop beginning understanding of human interdependence. (D3)
- Expand relationships. (D4)
- Understand social customs and create humor by pretending to violate the customs. (D5)

#### Examples

##### You May Observe The Child...

- Seek assistance from adult to solve a problem.
- Participate in simple parallel play with other children.
- Purposefully perform an incongruous act (e.g., put socks on hands instead of feet or try to ride in a toy truck.).

#### Strategies

##### You Can Help/Support By...

- Positively acknowledging when child tries to solve a problem independently.
- Providing opportunities for child to interact with various children and adults who are in the room.
- Pretending to be “shocked” and “surprised” (feigning surprise with a smile or “twinkle-in-the-eye” that indicates, “We’re just playing, and this isn’t real.”).

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Identify personal characteristics, including gender and family composition. (D6)
- Recognize ways in which people are alike and different. (D7)
- Develop understanding of individual, family, culture, and community. (D8)

#### Examples

##### You May Observe The Child...

- Use gender- and role-specific vocabulary (e.g., boy, girl, male, female, mother, father).
- Note that her grandparents are from a different country and speak a different language.
- Make the connection that he is both a member of a family and a member of other groups (e.g., a classroom community).

#### Strategies

##### You Can Help/Support By...

- Using gender- and role-specific vocabulary naturally during daily conversations.
- Inviting others to share their culture and traditions with child, recognizing both similarities and differences.
- Displaying photos of child and other family members at child’s eye level.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. (D9)
- Respect differences among people, such as gender, race, special needs, culture, language, and family structures. (D10)
- Exhibit enhanced positive citizenship behaviors. (D11)

#### Examples

##### You May Observe The Child...

- Verbalize that hitting other people is against the rules and learn to wait for turn.
- Develop an understanding of own and others’ cultural or religious holidays.
- Participate in creating rules for a game or activity.

#### Strategies

##### You Can Help/Support By...

- Discussing with child how rules/standards protect everyone’s rights and help to ensure that everybody is safe.
- Demonstrating and explaining characteristics child has that represent child’s cultural background.
- Including child in the development of rules to promote interdependence and understanding of the rules.

## Overview of Indicators Fine Arts

Birth to Kindergarten

Developmental Continuum

### Strand 1: Dance Arts

- A1. Discover own body.
- A2. Respond in simple ways to people and objects.
- A3. Learn about and have some control of body.
- A4. Purposefully act on their environment.
- A5. Have more control of body.
- A6. Become aware of position in space.
- A7. Express feelings and ideas through drama and movement.
- A8. Participate in creative movement, dance, and drama.
- A9. Show creativity using their bodies.

### Strand 2: Music

- B1. Respond to sounds.
- B2. Begin to imitate sounds.
- B3. Experiment with a variety of sound sources (e.g., rattles, bells).
- B4. Prefer repetition of familiar songs and rhythmic patterns.
- B5. Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments).
- B6. Explore simple songs using voice and/or instruments.
- B7. Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
- B8. Use music as an avenue to express thoughts, feelings, and energy.
- B9. Show interest in more complicated instruments (e.g., piano, guitar).
- B10. Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern.

### Strand 3: Theatre Arts

- C1. Discover own body.
- C2. Imitate sounds, facial expressions, and gestures of another person.
- C3. Communicate words or concepts through movement.
- C4. Purposefully act on their environment.
- C5. Imitate what others do.
- C6. Engage in pretend play.
- C7. Understand that objects, photos, or illustrations can stand for real things.
- C8. Participate with others in dramatic play, negotiating roles and setting up events.
- C9. Tell about and/or role-play characters from familiar stories or known people and own imagination.
- C10. Enact or depict coherent stories with interactive roles and multiple episodes.

### Strand 4: Visual Arts

- D1. Focus on and show interest in objects in the environment.
- D2. Explore the texture of different mediums (e.g., fabrics of different textures).
- D3. Gain control in grasping simple art tools.
- D4. Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough).
- D5. Explore colors and shapes of objects.
- D6. Create art to express and represent what they know, think, believe, or feel.
- D7. Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects.
- D8. Respond to artistic creations or events.
- D9. Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
- D10. Understand and develop the vocabulary to share opinions about artistic creations and experiences.

**Fine Arts**—includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 1: Dance Arts**—An artistic form of nonverbal communication in which movement communicates feelings and needs, self-expression, and creativity.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Discover own body. (A1)
- Respond in simple ways to people and objects. (A2)
- Learn about and have some control of body. (A3)
- Purposefully act on their environment. (A4)

#### Examples

##### You May Observe The Child...

- Inspect own hands and feet (e.g., by mouthing, touching, and viewing).
- Interact with others through touch and motion.
- Rock on hands and knees.
- Use body to make sounds.

#### Strategies

##### You Can Help/Support By...

- Playing hand and foot games with child.
- Gently rocking and swinging the child using your body, rocking chairs, or play structures.
- Helping the child get on hands and knees and gently rocking back and forth singing, "This is the way the baby rocks."
- Providing a safe environment and objects for child to be physically active.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Have more control of body. (A5)
- Become aware of position in space. (A6)

#### Examples

##### You May Observe The Child...

- Run with ease, stop and start with balance.
- Indicate she is playing under the table.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing).
- Integrating direction and position words naturally in daily discussions (e.g., under, over, beside, behind, next to, up, down, around).

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Express feelings and ideas through drama and movement. (A7)

#### Examples

##### You May Observe The Child...

- Express through movement and dancing what is felt through music.

#### Strategies

##### You Can Help/Support By...

- Encouraging child to talk about her feelings and ideas through drama and movement.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Participate in creative movement, dance, and drama. (A8)
- Show creativity using their bodies. (A9)

#### Examples

##### You May Observe The Child...

- Crawl, "fly," walk on tip toe, or perform almost any other imaginative movement in response to music.
- Dance, march, hop, jump, sway, clap, snap, stamp, twist, turn during guided movement activities.

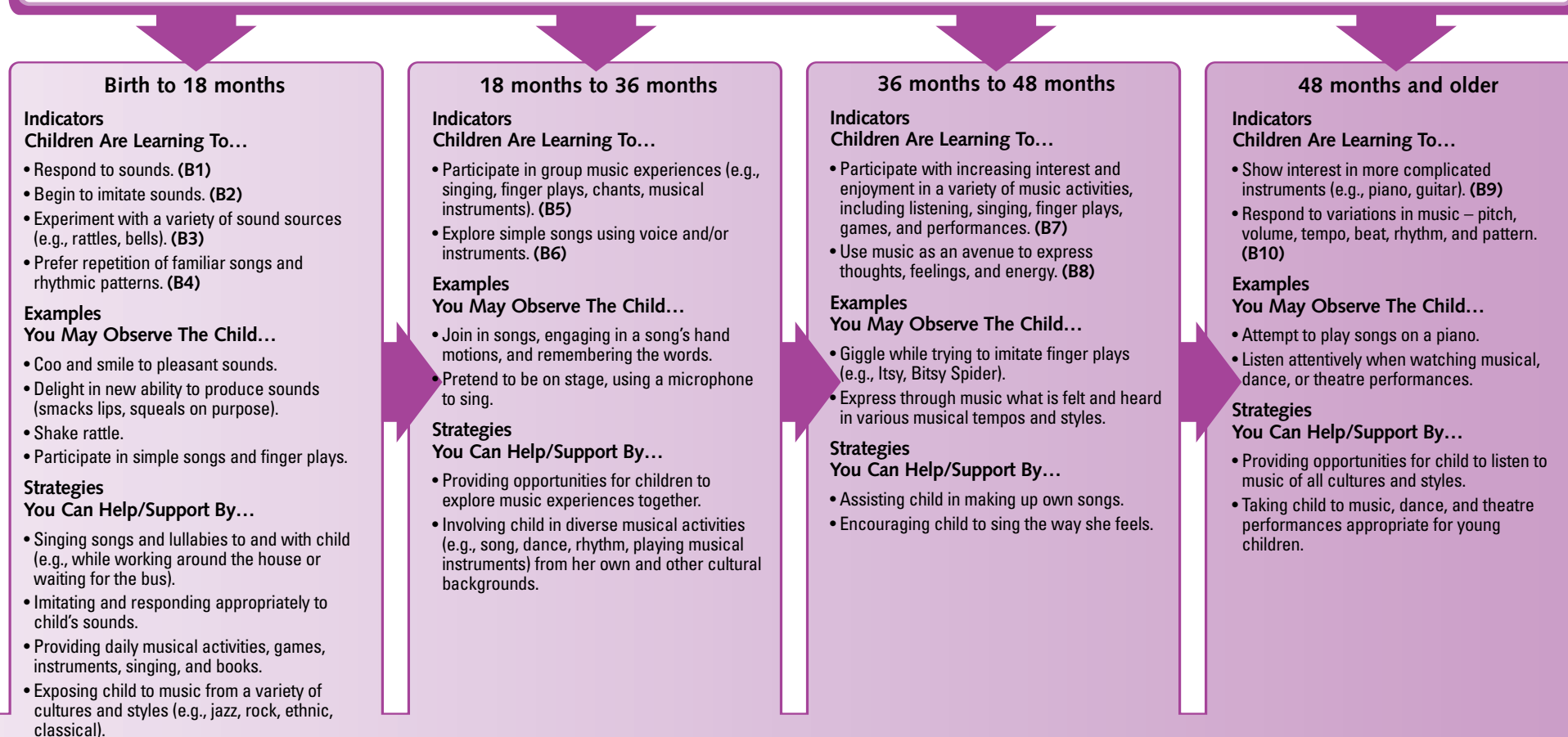
#### Strategies

##### You Can Help/Support By...

- Singing songs that involve body action and imitation.
- Providing costumes and props to encourage interpretive dance to various styles of music.

**Fine Arts**—includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 2: Music**—provides an avenue for children to express thoughts, feelings, and energy through finger plays, simple instruments, or humming or singing along to a familiar song.



**Fine Arts**—includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 3 Theatre Arts**—Includes dramatic play through which young children engage in imitation and acting out social roles, experiences, and fantasy in creative and imaginative ways.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Discover own body. (C1)
- Imitate sounds, facial expressions, and gestures of another person. (C2)
- Communicate words or concepts through movement. (C3)
- Purposefully act on their environment. (C4)

#### Examples

##### You May Observe The Child...

- Explore own body (e.g., observes hands, reaches for toes).
- Babble in a flow of word sounds while pretending to "talk" to stuffed animals.
- Blow a kiss to someone who blew one to her.
- Begin to walk and to explore world.

#### Strategies

##### You Can Help/Support By...

- Playing interactive games and singing songs that involve child's hands and feet.
- Reading stories, modeling finger plays, and encouraging child to imitate the actions, sounds, or facial expressions of the reader.
- Playing with child in creative ways.
- Providing a safe environment and objects for child to be physically active.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Imitate what others do. (C5)
- Engage in pretend play. (C6)

#### Examples

##### You May Observe The Child...

- Pretend to do what he has observed others do (e.g., pretends to drive truck or to cook soup), but imitate specific behaviors rather than entire role of truck driver or cook.
- Pretend to be fire fighter with fire hat, or momma with a doll and enact one or two actions in a sequence

#### Strategies

##### You Can Help/Support By...

- Giving children opportunities to observe real experiences for them to imitate (feeding a baby, cooking a meal, visiting a store) to extend dramatic play.
- Providing realistic-looking replicas such as dishes, dolls, vehicles, or buildings.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Understand that objects, photos, or illustrations can stand for real things. (C7)

#### Examples

##### You May Observe The Child...

- Use a block to represent an ambulance and later uses the same block to represent a building.

#### Strategies

##### You Can Help/Support By...

- Providing less realistic props (boxes, sticks, soft materials) that require child to use imaginative thinking to depict an episode.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Participate with others in dramatic play, negotiating roles and setting up events. (C8)
- Tell about and/or role-play characters from familiar stories or known people and own imagination. (C9)
- Enact or depict coherent stories with interactive roles and multiple episodes. (C10)

#### Examples

##### You May Observe The Child...

- Put on costumes and use props to pretend to be a worker, enacting a sequence of behaviors that comprise the role.
- Engage in pretend play to extend a favorite story or field trip experience.
- Pantomime the actions of a leaf falling, a ball bouncing, or a bird flying.

#### Strategies

##### You Can Help/Support By...

- Providing costumes and props to pretend with other children.
- Providing a variety of stories and experiences that can be "re-presented" in dramatic play.
- Taking child on field trips to dance, musical and theatre events and performances to observe various forms of original dramatic play.



**Fine Arts**—includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 4 Visual Arts**—The exploration and creation of works of art during which young children develop important basic concepts such as color, line, shape, texture, pattern, and space.

#### Birth to 18 months

##### Indicators

##### Children Are Learning To...

- Focus on and show interest in objects in the environment. (D1)
- Explore the texture of different mediums (e.g., fabrics of different textures). (D2)

##### Examples

##### You May Observe The Child...

- Gaze at pictures, photographs, and mirror images.
- Use senses of smell, touch, taste, sight and hearing to experience objects.

##### Strategies

##### You Can Help/Support By...

- Creating a stimulating, aesthetically pleasing and child-friendly environment by displaying beautiful objects and displaying pictures and photographs at the child's eye level and within his reach.
- Giving child different colored and textured materials to explore safely with his mouth (e.g., teether).

#### 18 months to 36 months

##### Indicators

##### Children Are Learning To...

- Gain control in grasping simple art tools. (D3)
- Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). (D4)

##### Examples

##### You May Observe The Child...

- Hold crayon with a steady grip and attempt to make marks, scribbles and circles on paper.
- Scribble using a variety of art materials such as markers, chalk, water colors, and finger paints.

##### Strategies

##### You Can Help/Support By...

- As the child draws with chubby crayons and paints with brushes, talking about what she is doing (e.g., "Look, you made big lines on your paper with green crayons.").
- Introducing child to a variety of art materials and simple art tools, allowing open-ended exploration each day.

#### 36 months to 48 months

##### Indicators

##### Children Are Learning To...

- Explore colors and shapes of objects. (D5)
- Create art to express and represent what they know, think, believe, or feel. (D6)

##### Examples

##### You May Observe The Child...

- Begin to try to put together puzzles and explore shape relationships.
- Talk about feelings and opinions while creating works of art.

##### Strategies

##### You Can Help/Support By...

- Taking walks with child to explore shapes in the immediate environment.
- Encouraging child to express feelings by painting to music and engaging in conversation by asking open-ended questions such as, "How does the music make you feel?"

#### 48 months and older

##### Indicators

##### Children Are Learning To...

- Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. (D7)
- Respond to artistic creations or events. (D8)
- Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. (D9)
- Understand and develop the vocabulary to share opinions about artistic creations and experiences. (D10)

##### Examples

##### You May Observe The Child...

- Take time to select a piece of paper for the desired texture and color.
- Comment on various forms of art found in the environment.
- Begin to add some detail to art creations.
- Comment on a work of art by discussing the colors, etc. found within the work.

##### Strategies

##### You Can Help/Support By...

- Planning enough time for child to be able to delve into an art project and be creative without much interruption.
- Sharing and discussing with child colorful illustrations in books and magazines.
- Providing the child with various art materials.
- Integrating natural discussions of art elements into daily conversation.

## Overview of Indicators Physical Development and Health

Birth to Kindergarten

Developmental Continuum

### Strand 1: Gross Motor Development

- A1.** Demonstrate beginning signs of balance, control, and coordination.
- A2.** Demonstrate proficiency in rolling over, sitting, crawling.
- A3.** Demonstrate improved balance, control, and coordination.
- A4.** Coordinate movements in grabbing, rolling, tossing, and throwing.
- A5.** Move with some balance and control.
- A6.** Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
- A7.** Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing.
- A8.** Make successful transitions between sequential motor skills.
- A9.** Coordinate movements to perform simple tasks.
- A10.** Demonstrate increasing stamina, endurance, control, balance, and coordination.
- A11.** Use balance and control to perform large motor tasks.
- A12.** Coordinate movements to perform more complex tasks.

### Strand 2: Fine Motor Development

- B1.** Develop some ability to grasp and hold a variety of objects.
- B2.** Demonstrate beginning signs of strength, control, and eye-hand coordination.
- B3.** Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping.
- B4.** Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks.
- B5.** Demonstrate advancing strength, control, and eye-hand coordination.
- B6.** Use strength and control to perform simple tasks.
- B7.** Use eye-hand coordination to perform simple tasks.
- B8.** Imitate writing by scribbling, usually without regard to direction or location.
- B9.** Show beginning control of writing, drawing, and art tools.
- B10.** Persist in accomplishing more difficult fine motor tasks.
- B11.** Progress in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.

### Strand 3: Health and Well-Being

- C1.** Demonstrate beginning participation in self-care.
- C2.** Consume a variety of nutritious foods from all food groups with assistance.
- C3.** Participate in basic health and safety routines.
- C4.** Recognize and communicate health-related needs and/or interests.
- C5.** Show increased physical growth, strength, stamina, and flexibility.
- C6.** Demonstrate increased participation in self-care.
- C7.** Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health.
- C8.** Show awareness of healthy eating habits.
- C9.** Participate actively in games, outdoor play, and other forms of exercise.
- C10.** Identify harmful objects, substances, or behaviors.
- C11.** Be aware of and follow universal safety rules.
- C12.** Perform self-care tasks independently.
- C13.** Identify body parts and understand their functions.
- C14.** Demonstrate the stamina and energy to participate in daily activities.

**Physical Development and Health**—Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 1: Gross Motor Development**—Characterized by movements of the entire body or large portions of the body, including the abilities to roll over, walk, run, jump, hop, skip, and climb.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Demonstrate beginning signs of balance, control, and coordination. (A1)
- Demonstrate proficiency in rolling over, sitting, crawling. (A2)
- Demonstrate improved balance, control, and coordination. (A3)

#### Examples

##### You May Observe The Child...

- Lift head and chest while on tummy.
- Turn head from side to side, kick feet, and move hands.
- Move from sitting to standing while holding onto a chair or toy with little difficulty.

#### Strategies

##### You Can Help/Support By...

- Providing periods of supervised “tummy time” when infant is awake.
- Playing interactive games and singing songs from child’s cultural background that involve child’s hands and feet.
- Placing a variety of washable objects within reach for infants to look at and stretch for. As infants increase mobility, place objects further away.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Coordinate movements in grabbing, rolling, tossing, and throwing. (A4)
- Move with some balance and control. (A5)

#### Examples

##### You May Observe The Child...

- Walk unaided to reach a destination.
- Use whole body to catch and throw.
- Begin to use alternating feet when climbing stairs.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to run, throw, jump, and climb and strike (e.g., hitting at a suspended ball or balloon).
- Introducing child to beanbag and ball activities.
- Providing safe equipment and environments that vary in skill levels for child to use during play.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. (A6)
- Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. (A7)
- Make successful transitions between sequential motor skills. (A8)

#### Examples

##### You May Observe The Child...

- Move body into position to catch a ball, and then throw the ball in the right direction.
- Start, turn, and stop when running without crashing into things.
- Demonstrate progress transitioning from running to skipping.

#### Strategies

##### You Can Help/Support By...

- Teaching child new skills.
- Playing simple games with balls involving throwing, catching, bouncing, and kicking.
- Imitating animal movements to music, alternating motor skills.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Coordinate movements to perform simple tasks. (A9)
- Demonstrate increasing stamina, endurance, control, balance, and coordination. (A10)
- Use balance and control to perform large motor tasks. (A11)
- Coordinate movements to perform more complex tasks. (A12)

#### Examples

##### You May Observe The Child...

- Catch a large ball with two hands.
- Balance on one foot briefly and later maintain balance on a 2 x 4 balance beam that is close to the ground.
- Move through an obstacle course forwards and sideways using a variety of movements with ease.
- Throw a ball in the right direction, aiming at a target with reasonable accuracy.

#### Strategies

##### You Can Help/Support By...

- Introducing games where children can kick or throw a ball in an intended direction.
- Providing opportunities for dance and other movement activities that use both sides of the body.
- Providing opportunities for child to try different body positions.
- Including child in simple, small physical chores.

**Physical Development and Health**—Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 2: Fine Motor Development**—Characterized by the ability to coordinate smaller muscles in the arms, hands, and fingers, such as through grasping, cutting with scissors, or fastening buttons.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Develop some ability to grasp and hold a variety of objects. (B1)
- Demonstrate beginning signs of strength, control, and eye-hand coordination. (B2)

#### Examples

##### You May Observe The Child...

- Grasp adults' fingers.
- Mimic hand clapping or a wave.

#### Strategies

##### You Can Help/Support By...

- Providing toys that make noises as infants move, such as rattles, as well as soft toys that they can squeeze.
- Playing hand games with child.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. (B3)

#### Examples

##### You May Observe The Child...

- Empty objects from containers.

#### Strategies

##### You Can Help/Support By...

- Providing opportunities for child to pick up small objects and place into containers.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. (B4)
- Demonstrate advancing strength, control, and eye-hand coordination. (B5)
- Use strength and control to perform simple tasks. (B6)

#### Examples

##### You May Observe The Child...

- Work with play dough and clay.
- Use one hand to turn the pages of a book.
- Open and close blunt scissors with one hand.

#### Strategies

##### You Can Help/Support By...

- Providing activities that strengthen hand grasp (e.g., molding play dough) and offer opportunities for sensory experiences with mediums such as sand and clay.
- Reading with child daily, modeling appropriate book handling.
- Demonstrating and providing opportunities for child to use scissors safely.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Use eye-hand coordination to perform simple tasks. (B7)
- Imitate writing by scribbling, usually without regard to direction or location. (B8)
- Show beginning control of writing, drawing, and art tools. (B9)
- Persist in accomplishing more difficult fine motor tasks. (B10)
- Progress in abilities to use writing, drawing and art tools and various types of technology. (B11)

#### Examples

##### You May Observe The Child...

- Turn a puzzle piece several different ways to find the right fit.
- Make marks on paper with large writing/drawing implements.
- Write some recognizable letters or numbers.
- Manipulate small objects with ease.
- Remove and replace easy-to-open container lids.

#### Strategies

##### You Can Help/Support By...

- Providing puzzles, small blocks, and tools for art.
- Modeling uses of writing and drawing in everyday life.
- Engaging child in writing letters and stories for friends or family.
- Providing opportunities for child to practice tying, buttoning, and beading.
- Providing daily opportunities to use art supplies that support fine motor skills.

**Physical Development and Health**—Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 3: Health and Well-Being**—The general condition of the body and mind promoted through good personal hygiene and basic personal care practices, eating a variety of nutritious foods, rest and recuperation, and an awareness of basic health and safety rules.

### Birth to 18 months

#### Indicators

##### Children Are Learning To...

- Demonstrate beginning participation in self-care. (C1)
- Consume a variety of nutritious foods from all food groups with assistance. (C2)

#### Examples

##### You May Observe The Child...

- Anticipate feeding upon seeing breast, bottle, or food.
- Begin to feed self simple finger foods such as crackers or cereal.

#### Strategies

##### You Can Help/Support By...

- Responding positively and promptly when child indicates need (e.g., need for food, diaper change, blanket).
- Providing child-size eating utensils and cups with lids.

### 18 months to 36 months

#### Indicators

##### Children Are Learning To...

- Participate in basic health and safety routines. (C3)
- Recognize and communicate health-related needs and/or interests. (C4)

#### Examples

##### You May Observe The Child...

- Participate in getting ready for bed and sleeping routines, such as going to the sink to look for the toothbrush.
- Say, "My tummy hurts" when experiencing a stomach ache.

#### Strategies

##### You Can Help/Support By...

- Encouraging child to participate daily in personal care (e.g., choose clothes to wear, get dressed).
- Understanding and recognizing typical signs of illness in child and respond appropriately, seeking assistance as needed.

### 36 months to 48 months

#### Indicators

##### Children Are Learning To...

- Show increased physical growth, strength, stamina, and flexibility. (C5)
- Demonstrate increased participation in self-care. (C6)
- Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health. (C7)

#### Examples

##### You May Observe The Child...

- Participate in different physical activities with enthusiasm.
- Cooperate with dressing by poking arms into the sleeves and undressing by pulling off a sock.
- Use personal care objects correctly and regularly, sometimes with assistance.

#### Strategies

##### You Can Help/Support By...

- Providing a consistent and reliable primary health care provider to monitor child's growth and development.
- Providing time and needed tools for self-help skills.
- Modeling and practicing proper hand washing and drying with child while singing the ABC song.

### 48 months and older

#### Indicators

##### Children Are Learning To...

- Show awareness of healthy eating habits. (C8)
- Participate actively in games, outdoor play, and other forms of exercise. (C9)
- Identify harmful objects, substances, or behaviors. (C10)
- Be aware of and follow universal safety rules. (C11)
- Perform self-care tasks independently. (C12)
- Identify body parts and understand their functions. (C13)
- Demonstrate the stamina and energy to participate in daily activities. (C14)

#### Examples

##### You May Observe The Child...

- Explain the primary function of certain foods.
- Participate in physical activities and rest.
- Avoid touching or taking medicine without adult assistance, but know that medicine can improve health when used properly.
- Depict traffic safety rules during dramatic play.
- Put on some of own outside clothes.
- Point to body parts when prompted and identify their functions.

#### Strategies

##### You Can Help/Support By...

- Keeping nutritious food in the environment and encouraging child to help select, wash, or prepare nutritious meals and snacks.
- Modeling healthy daily physical activities
- Demonstrating clear and consistent boundaries about harmful objects and situations.



